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AUTHOR Lisack, J. P.
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ABSTRACT

To identify and compare the characteristics and career plans of high school seniors in Indiana as a basis for program planning and improvement, data were obtained from 49,663 seniors enrolled in 350 Indiana high schools in the class of 1975. Comparisons of the data were made by race and by type of program enrolled in (i.e., Vocational Education, Business Education, College Preparatory). The data collected covered the following areas: characteristics of students including sex, race, area of study, and grade average; plans of seniors after graduation from high school; seniors' career or occupational choices (including: occupation or career chosen; reasons for making that particular choice; sources or persons most helpful in making choice; and definitiveness of plans); reasons why some seniors do not plan to continue their education or plan to delay further education after graduation from high school; information about those students who do plan to continue their education, such as preferred methods of financing, college choice, etc.; characteristics of the seniors' heads of household (including relationship, highest level of education attained, and occupation). (In addition to the statistical tables presented in this document, histograms are also included.) (BM)

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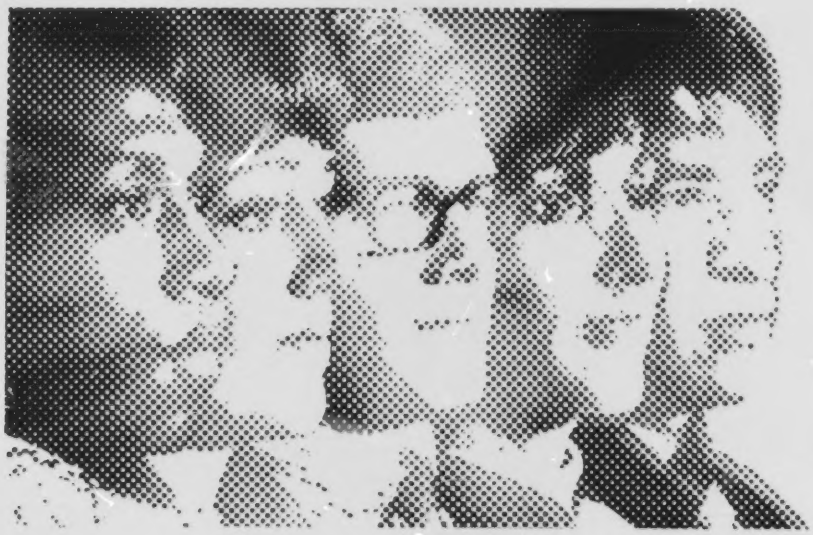
COMPARISONS OF THE CHARACTERISTICS AND PLANS OF INDIANA HIGH SCHOOL SENIORS

By RACE, and by TYPE PROGRAM ENROLLED IN:

(College Preparation, Business Education or Vocational Education)



DR. J. P. LISACK
DIRECTOR, OFFICE OF MANPOWER STUDIES
PURDUE UNIVERSITY SCC-A
WEST LAFAYETTE, INDIANA 47907
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COMPARISONS OF THE CHARACTERISTICS AND PLANS OF INDIANA HIGH SCHOOL SENIORS--

By RACE, and by TYPE PROGRAM ENROLLED IN

INFORMATION SHEET

INTRODUCTION

Continuing endeavors to make vocational and technical education more meaningful, and to extend such programs to all pertinent segments of society, require some understandings of the various populations to be served. Accordingly, this study is centered around identifying and comparing the characteristics and plans of high school seniors in Indiana; data are shown by type of high school program enrolled in (i.e., Vocational Education, Business Education, College Preparatory and Other) as well by race (i.e., black seniors, white (Caucasian) seniors, Spanish-American seniors and others).

As a matter of fact, there are important, statistically significant differences between these various groups of seniors. Gaining some related insights should be valuable in improving policy making, planning, programming, counseling and administering vocational/technical activities.

This report includes statistics and highlights, by type program enrolled in and by race, in the following areas:

(1) Characteristics of High School Seniors (including; sex, race, area of study and grade average),

(2) Plans of Seniors After Graduation From High School,

(3) Seniors' Career (Occupational) Choices, (including; occupation or career chosen, reasons for making that particular choice, sources or persons most helpful in making choice, and definitiveness of plans),

(4) Why Some Seniors Do Not Plan to Continue Their Education, or Plan to Delay Further Education After Graduation From High School,

(5) Information About Those High School Seniors Who Do Plan to Continue Their Education, and

(6) Characteristics of the Seniors' Heads of Household, (Including relationship, highest level of education attained, and occupation).

Note: Data were obtained directly from 49,663 seniors enrolled in 354 Indiana high schools in the Class of '75.

COMPARISONS OF INDIANA HIGH SCHOOL SENIORS BY RACE AND BY TYPE PROGRAM

THEIR CHARACTERISTICS AND PLANS

SBVTE PROJECT NO. 47-77-III-2

CONDENSED

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COVER BACKING SHEET

A. Kind of Activity: (check one)

1 ___	Experimental Research	4 ___	Evaluative Research
2 _X_	Developmental Research	5 ___	Demonstration Exemplary
3 ___	Pilot Research	6 ___	Other Exemplary

B. Student Population Included in Project

TYPE		ESTIMATED NUMBERS Involved in Project	Affected by Project
A	Disadvantaged	A	A
B	Handicapped	B	B
C	Migrant	C	C
D	Minority	D 3,500	D 7,000
E	Combination of the above	E	E
F	Other	F 46,000	F 70,000

GROUP			
1	Pre-school	1	1
2	Elementary	2	2
3	Junior High School	3	3
4	Middle School	4	4
5	Senior High School	5 49,000	5 80,000
6	Postsecondary	6	6 1,000
7	Adult	7	7 500
8	University	8	8 500
9	Employer	9	9 100
10	Employee	10	10
11	Citizens	11	11 1,000
12	Parents	12	12 1,000
13	Combination of the above	13	13

LOCALITY (check the one which encompasses the locality being studied)

a	National	a	a
b	State	b X	b X
c	Region	c	c
d	District	d	d
e	County	e	e
f	Area	f	f
g	Community	g	g
h	School Corporation (LEA)	h	h

COMPARISONS OF THE CHARACTERISTICS AND PLANS OF INDIANA HIGH SCHOOL SENIORS-- By RACE, and by TYPE PROGRAM ENROLLED IN

1. STATEMENT OF THE PROBLEM

More and more emphasis is being placed on vocational and technical education--to be available to more people in need. Efforts are being directed to eliminate discrimination due to race, decrease sex-role stereotyping, and to improve policies, plans and programs. Due to limited funds, very careful budget allocations must be made. Data and information are needed to assist those engaged in such efforts, as well as by those who are counseling students, establishing goals and providing the many supporting services.

The problem of course is to acquire, understand, and apply the data and facts that pertain, so that judgements and activities might be based on informed and unbiased materials.

2. PRIORITY AREA

This study is consistent with Federal priorities as reported in The Chronicle of Higher Education, Volume XII, No. 18, July 12, 1976 as follows:

> *"PRIORITIES PROPOSED FOR VOCATIONAL EDUCATION*
>
> *Tentative priorities for grants and contracts to improve vocational education have been established by the Office of Education, H.E.W., Wash., D.C.*
>
> *The proposed priorities--published for public comment in the June 24 issue of the Federal Register--emphasize equal access to vocational education for all students, the elimination of sex-role stereotyping in vocational courses, and the improvement of the overall quality of vocational education."*

Further, this study and report are aligned with a number of the priority activities in both research and exemplary areas as presented in the Indiana State Plan for Vocational Education, Fiscal Year 1976 Part II, Table 3.

a. This project relates to the provision of continuous research and development data and is a part of the further expansion of a communications system and sharing of information among those concerned with vocational education.

b. It implements a continuation of effort which complements and expands on past Indiana vocational and technical program research, planning, counseling, and administration.

c. It provides administrative and staff personnel, vocational teaching practitioners and others with information and data pertinent to policy formulation, planning and related activities. These materials should also be useful to guidance and counseling personnel, consultants and researchers.

This project is consistent with and provides data concerning the "Current Needs" statement of paragraph 5 b 3) "to develop and carry out such programs of vocational education with the State so as to reduce sex stereotyping and bias in vocational education programs (page 14 of Indiana State Plan for Vocational Education, SBVTE Copy of 1st Quarter 1977).

It also provides data re Fy 1978 Objective II. B. 6. 1) "To provide technical assistance and other services to assist in the reduction of sex bias" (Ibid pp. 43-44). Information from this report should assist in Fy '78 Objective 3. a. 1) "To provide quality vocational guidance and counseling programs (Ibid pg. 94).

Finally, these data are related to Fy 1978 Objective 3. d. 1) "To provide improved vocational guidance supportive services" (Ibid pg. 98).

3. BACKGROUND INFORMATION

For a number of years, there have been growing concerns about equality, freedom and opportunities for all, good education, counseling, job placement, enlightened and fair management and sound administrative practices. These matters concern all students enrolled in all types of high school programs, members of all races and of both sexes. Although progress is being made, there is agreement that much more remains to be done. Valid data are needed to help guide these efforts: this report is prepared in the hopes it will provide some of these data.

There have been a series of previous studies concerning the characteristics, plans, educational preferences and career choices of seniors in Indiana high schools. Two of the most pertinent studies and reports were supported by the SBVTE[1/] [2/]; the data used were acquired from questionnaires completed by nearly 50,000 seniors throughout Indiana in the Class of 1975. However, no previous state-wide studies examined the salient differences between students enrolled in vocational programs, business and office type programs, college prep. programs and others,--nor has this been done examining differences by race.

[1/] *SBVTE Project No. 2-75-C, "Determination of the Employment and Educational Plans and the Occupational Choices of Seniors in Indiana High Schools, Class of '75." Office of Manpower Studies, Purdue University.*

[2/] *SBVTE Project 45-75-C, "Changing Trends in the Plans of High School Seniors; Comparisons of the Educational, Employment, and Occupational Plans of Seniors in Indiana High School Classes of 1966, 1969, 1972 and 1975." Office of Manpower Studies, Purdue University.*

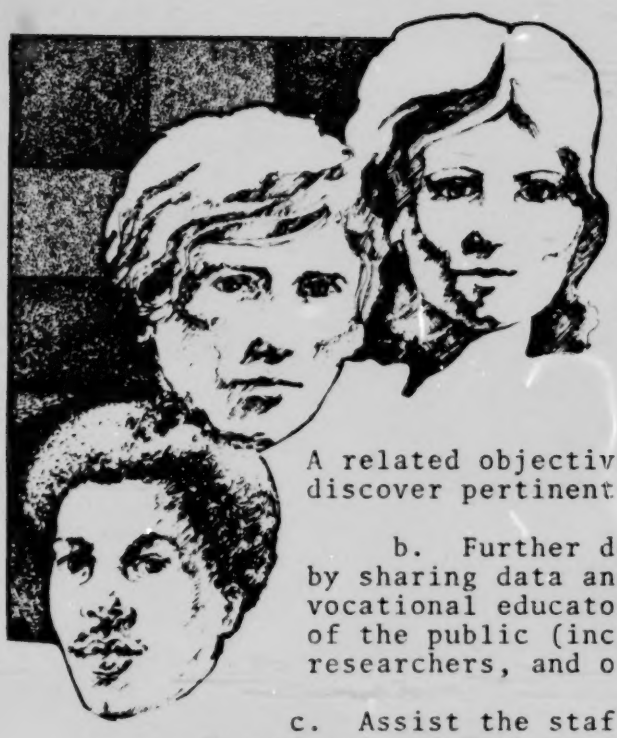
Vocational and technical education is receiving greater emphasis as more people realize that a growing segment of high school students do not continue their formal education after graduation to the bachelor's degree level. Further, previous studies 1/ 2/ have shown that a growing percentage of high school students are opting for a major area of study (course concentration) in a Vocational Education type program--while the percentage of students enrolled in College Preparatory type programs is declining. The percentage of students in Business Education and "Other Types" of programs have also increased during the past ten years. A probe into the characteristics and plans of students in these various programs has revealed that significant differences do exist; differences which are important enough to have an important bearing on planning, programming and activities.

Because of the growing emphasis on and enrollments in vocational programs, and the concomitant necessity to improve policy making, planning, counseling, acquiring and allocating resources, etc., the similarities and/or differences are identified between Indiana's high school seniors who are enrolled in a Vocational Education type major area or program of study (course concentration), and their characteristics and plans are compared with (1) students enrolled in other academic program areas--such as College Preparatory, (2) Business Education, and (3) All high school seniors as a whole.

For the first time since these surveys were started in 1966, high school seniors in Indiana were asked to identify their race in 1975. Responses were received from more than 2,600 Black seniors, 43,000 White (Caucasian) seniors, nearly 500 Spanish-American seniors and more than 600 seniors in "Other" races. This response distribution is quite parallel with the high school senior population of the State as a whole, and because high schools represented in the survey included every pertinent category, the data are considered to be adequately representative of the high school senior State universe.
Note: Seniors in 354 out of 425 high schools in Indiana participated in the study--which represents >83% of the total.

With the growing emphasis and concern on matters having racial implications and the acquisition of related facts, there is a concomitant necessity to identify the similarities and/or differences between Indiana's high school seniors by race. This was accomplished through extraction from the data acquired through the recent studies and reconstituting them to reflect the choices and plans and the characteristics of seniors by race.

This is the first time in Indiana for the differences of characteristics, employment and educational plans and occupational choices of so many high school seniors (~50,000 from the Class of '75) to be ascertained by type of high school program and by race. Because of the acquisition of the tremendous amount of detailed data already made possible through SBVTE Projects No. 2-75-C and 45-75-C, the objectives of this project can be viewed as an extension of effort and data utilization.



4. OBJECTIVES

The objectives of this project are to:

a. Provide data to increase knowledge and gain further insights about the differences or similarities of high school students who are (1) enrolled in the different types of programs, and (2) members of different races. A related objective is to compare these groups to discover pertinent interrelationships.

b. Further develop effective communications by sharing data and information with administrators, vocational educators, counselors, interested members of the public (including parents and employers) researchers, and others.

c. Assist the staff members of the State Board of Vocational and Technical Education as well as assist pertinent members of the staffs of the Department of Public Instruction, the Commission for Higher Education, the schools conducting vocational and business education programs at the secondary and post-secondary levels.

d. Enable teachers, counselors and administrators to improve their services and raise their professional competency through gaining further understandings about students in vocational type programs and students of different races.

Some of the interrelationships between high school seniors in the different type programs, and members of each race will include:

a. Grade Average
b. Sex
c. Type of High School Program Enrolled in
d. Plans Upon Graduation
e. Occupational or Career Choice
f. Person or Source Most Helpful in Making Career Choice
g. When Interest in Chosen Occupation Was First Noted
h. When Decision in Choosing an Occupation Was Made
i. Most Important Reasons for Choosing a Career
j. Characteristics of Head of Household (including relationship, educational level and occupation)

The comparisons between high school seniors in the different types of programs, and comparisons by race reveal significant differences.

For example, the similarities and/or differences between students enrolled in various major types of programs (areas of study) are identified and questions such as the following are answered: Are those students enrolled in Vocational type programs less likely to plan to go on to college? Are their grades in high school higher, lower, or the same as the average of all high school students, or students in College Prep. type programs? Of all high school seniors who do not plan to continue their education after graduation, are those enrolled in Vocational Education type programs more or less likely than other students to seek employment or do they "already have a job arranged for?" upon graduation. Are their characteristics, plans or career choices significantly different from the seniors in other programs?

Insofar as the outcomes of this project concerning race are concerned, the similarities and/or differences between students are reported in the following groups: ALL Seniors, Black Seniors, White (Caucasian) Seniors, and Spanish-American Seniors. Some of the pertinent questions which are answered include: Are proportionately more members of any one race enrolled in Vocational type programs? What are the differences in (academic) grade averages--for seniors of each race? Are their plans to continue--or not to continue their education or training significantly different? If so, what are the reasons? Who do members of different races identify as helping them most in their planning? What are main reasons given by members of each race for the occupational (career) choices they made?--and many more.

5. PROCEDURES

The data reported and analyzed in this report were acquired through a previous survey project. Computer re-programming and processing were necessary in order to extract and group the demographic information, characteristics, and question responses of those seniors enrolled in the various types of high school programs (e.g., Vocational, Business Education, and College Prep. type high school programs) plus compilation of ALL seniors' totals. A data comparison and interrelationships approach was utilized.

Data were also processed in order to extract and group the demographic information, characteristics, and question responses of ALL Seniors, Black Seniors, White (Caucasian) Seniors, and Spanish-American Seniors. A data comparison and interrelationships approach was again utilized.

Tables are presented in a series of two-dimensional matrices, with each type of program and total of ALL seniors shown horizontally--and each item or description listed vertically. Same type of presentation is made by race.

Both frequency counts (for N total) and percentage distribution for each group and totals of ALL seniors are shown to facilitate comparisons.

Chi-square analyses and extensive uses of histograms are used to enhance the meaningfulness, and interpretation of data. Illustrations are also used to further improve the appearance and value of the report.

6. ANALYSES AND FINDINGS

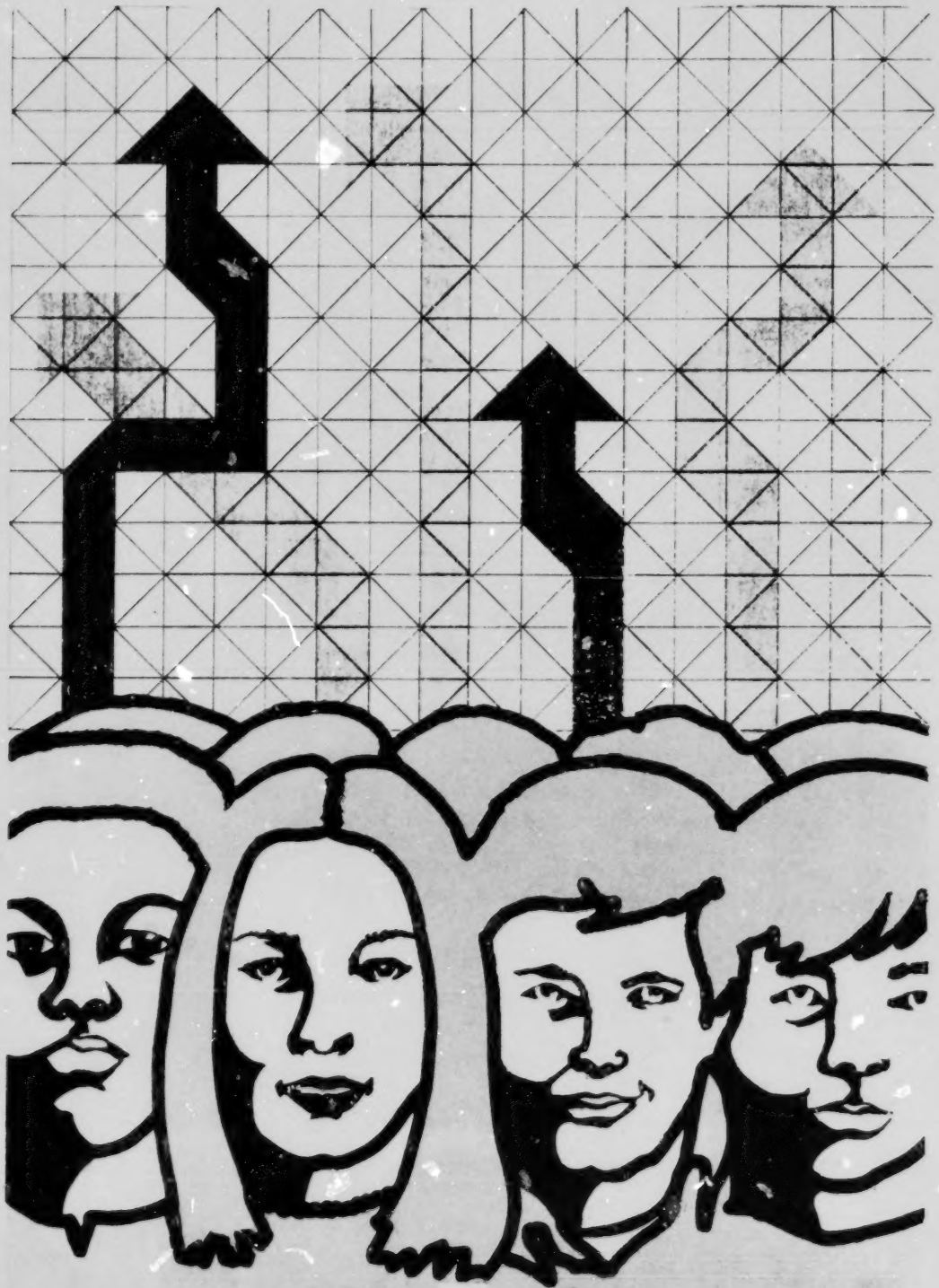
The data and highlights of this study are reported in two parts:

PART I - Comparisons by Race, and
PART II - Comparisons by Type Program Enrolled In.

Essentially, the report format used includes the data on one page and the analysis, discussion and highlights are on the facing page. These are followed by histograms which provide convenient visual accentuation and help to identify similarities and extent of differences. Appendixes are included at the end of the report.

Part I

COMPARISONS OF THE CHARACTERISTICS AND PLANS OF INDIANA HIGH SCHOOL SENIORS BY RACE



Part I

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NOTE: See Appendix A for Chi-square contingency analysis findings; results of question item responses by race.

HIGHLIGHTS OF COMPARISONS BY RACE OF THE CHARACTERISTICS OF HIGH SCHOOL SENIORS

(See Table 1 on facing page for details)

Note: Related HIGHLIGHTS and TABLES are depicted by matching symbols.

★ RACE DISTRIBUTION

The distribution by race of All high school seniors responding to the questionnaire (49,663) is quite comparable to the estimated high school population distribution in Indiana. Slightly more than 87% reported they were Caucasian (White), 5.3% reported they were Black, 1% were Spanish-American and 1.3% were "Other." (5.2% chose not to answer the question.) Interestingly, there was a reported Lilliputian and a Martian who did participate!

✪ SEX DISTRIBUTION

Of the 49,663 questionnaires returned by All seniors there were slightly more males than females (+.5%). A slightly higher proportion of males over females were reported by the Spanish-American group (+3.8%). In the case of Black seniors the reverse was true, there were more girls than boys by 1.2%. There were proportionately slightly more Black and Spanish-American seniors than White seniors who did not respond to this question.

Note: The Chi-Square (x^2) contingency coefficient is NOT statistically significant at the α .05 level of significance. See Appendix A for analysis.

MAJOR AREA OF STUDY

More than one third of All seniors reported their course concentration was "College Preparatory" (35.2%), (this percentage has been decreasing slowly over the past few years). The next largest groups were "Business Education" at 19.4% and "General Education" at 18.7%. Current enrollment in Vocational Education was reported as 14%, (this percentage has been increasing slowly over the past few years). When a comparison by race is made, White seniors are more likely to be enrolled in the College Prep type and General Education type programs, but Black and Spanish-American seniors are more likely to be enrolled in Business Education, Vocational Education, or "Other" type programs. Further, proportionately more Black and Spanish-American seniors did not answer this question.

Note: The x^2 analysis shows there is a significant difference at the α <.0005 level. At this extreme level of significance (one would not expect to find a different result from this in less than 5 in 10,000 such studies), valid statistical differences between response patterns for Major Area of Study by RACE are found to exist.

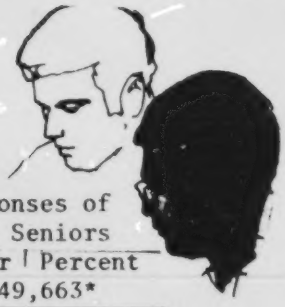

TABLE 1

CHARACTERISTICS OF HIGH SCHOOL SENIORS

CHARACTERISTIC	Percent Distribution by Race: BLACK Seniors n=2,628	WHITE Seniors n=43,277	SPANISH AMER. n=491	Responses of ALL Seniors: Number	Percent N=49,663*
RACE DISTRIBUTION *I am:*					
Black	100.0%			2,628	5.3%
Caucasian (White)		100.0%		43,277	87.1%
Spanish-American			100.0%	491	1.0%
Other				629	1.3%
Non-Response				2,638	5.3%
Totals	100.0%	100.0%	100.0%	49,663	100.0%

SEX DISTRIBUTION *I am:*	BLACK Seniors	WHITE Seniors	SPANISH AMER.	Responses of ALL Seniors	
Male	48.0%	49.8%	51.3%	24,969	50.3%
Female	50.8%	49.5%	47.5%	24,231	48.8%
Non-Response	1.2%	.7%	1.2%	463	.9%
Totals	100.0%	100.0%	100.0%	49,663	100.0%

MAJOR AREA OF STUDY *My major area of study (course concentration) is:*	BLACK Seniors	WHITE Seniors	SPANISH AMER.	Responses of ALL Seniors	
College Preparatory	27.4%	36.5%	25.9%	17,464	35.2%
Business Education	22.3%	19.4%	21.4%	9,619	19.4%
Vocational Education	14.3%	13.7%	16.9%	6,935	14.0%
General Education	16.9%	18.6%	16.3%	9,281	18.7%
Other	11.8%	7.6%	12.8%	4,087	8.2%
Non-Response	7.4%	4.1%	6.7%	2,277	4.6%
Totals	100.0%	100.0%	100.0%	49,663	100.0%

*n totals less than N as "Others" and Item Rejects are not included.

Actual responses can be multiplied by 1.6643 coefficient of expansion to expand responses to the grand total for the State of 82,654 seniors; same can be done for each item in this column.

HIGHLIGHTS OF COMPARISONS BY RACE OF THE CHARACTERISTICS OF HIGH SCHOOL SENIORS (CONTINUED)

(See Table 2 on facing page for details)

A B C D

GRADE AVERAGE

Grade averages ($\bar{x}$) reported by All seniors represent a Bell curve skewed to the high side. The largest group of seniors (43%) reported they were B $\bar{x}$, this was followed by nearly 38% who were C $\bar{x}$, 11.4% at A $\bar{x}$, and 2.4% at D. There were 3.5% who said they didn't know what their grade average was and nearly 2% did not respond. There has been a slow but steady inflation (toward higher grades) reported over the past few years. When a comparison by RACE is made, it is immediately apparent that White seniors reported significantly higher grades than did Spanish-American or Black seniors. Further, a higher proportion of Spanish-American and Black seniors either did not repond to this question, or reported they did not know what their grade average was.

Note: The chi-square finding is significant at the $\alpha < .0005$ level. At this extreme level of significance, valid statistical differences between the response patterns for Grade Average by RACE are found to exist.

SIZE OF HOME COMMUNITY

Nearly 17% of All seniors reported the population of their home town or residence to be less than 1,000. The largest group of seniors (26.4%) reported the size of their home community to be between 5,000 and 25,000. Nearly 23% reported the size of their home community was 50,000 or more. A comparison by RACE shows significant differences between groups; in general a greater proportion of Spanish-American seniors--and a even greater proportion of Black seniors lived in the larger cities. In fact half the Black seniors reported their home to be in a community $\geq$50,000, while only about 21% of the White seniors were in this group. Further a higher proportion of Black and Spanish-American seniors reported they did not know the population of their home community, or they did not answer this question.

Note: The chi-square finding is significant at the $\alpha < .0005$ level. At this extreme level of significance, valid statistical differences between the response patterns for Population of Home Town, City... by RACE are found to exist

TABLE 2

CHARACTERISTICS OF HIGH SCHOOL SENIORS (CONTINUED)
Grade Average and Size of Community

CHARACTERISTIC	Percent Distribution by RACE: BLACK Seniors n=2,628	WHITE Seniors n=43,277	SPANISH-AMER. n=491	Responses of ALL Seniors N=49,663: Number	Percent
GRADE AVERAGE *My high school grade average is closest to:*					
A	3.4%	12.2%	5.1%	5,637	11.4%
B	30.2%	44.7%	31.8%	21,357	43.0%
C	55.8%	36.0%	47.3%	18,820	37.9%
D	3.8%	2.1%	6.7%	1,190	2.4%
Unknown	4.2%	3.2%	6.9%	1,728	3.5%
Non-Response	2.6%	1.7%	2.2%	931	1.9%
Totals	100.0%	100.0%	100.0%	49,663	100.0%

Note: Two contra-indicating phenomena are being reported across the country--1. more students are earning higher grades since 1960, and 2. the number of high school seniors scoring at high levels on the Scholastic Aptitude Tests has dropped dramatically since the mid-1960's.

	BLACK Seniors	WHITE Seniors	SPANISH AMER.	Responses of ALL Seniors: Number	Percent
SIZE OF HOME COMMUNITY *The population of the town, city, or other place in which I live is:*					
Rural - less than 1000	1.9%	17.9%	5.3%	8,267	16.6%
Between 1000 and 5000	5.7%	15.8%	8.1%	7,471	15.0%
Between 5000 and 25,000	12.6%	27.4%	22.4%	13,101	26.4%
Between 25,000 and 50,000	16.4%	12.0%	16.9%	6,157	12.4%
50,000 or higher	50.0%	21.1%	36.5%	11,375	22.9%
Unknown	8.4%	3.9%	7.1%	2,186	4.4%
Non-Response	4.9%	1.9%	3.7%	1,106	2.2%
Totals	100.0%	100.0%	100.0%	49,663	100.0%

HIGHLIGHTS OF THE COMPARISONS BY RACE OF HIGH SCHOOL SENIORS' PLANS AFTER GRADUATION

(See Table 3 on facing page for details)

SENIORS' CHOSEN PLANS

Nearly 31% of All seniors planned to continue their education full time and more than 13% planned to go to school part time. However, the largest group of All seniors (33.4%) planned to work full time within six months after graduation (i.e., 18.9% planned to work full time, no further education planned at this time plus 14.5% who planned to work full time first, then further their education later). Another 7% said they didn't know their plans.

Noteworthy in the comparative data by RACE, is the fact that the plans of Black seniors to continue their education either full or part time immediately upon graduation--or after first working at a job then going to school--are as optimistic or ambitious as are White seniors. Black seniors were slightly more inclined to plan to enter military service or not respond to the question than were White seniors. The proportion of Spanish-American seniors who planned to continue their education full time was significantly lower than for Black or White seniors: they were also more likely than White seniors to plan to go into military service. A far greater proportion of Spanish-Americans than any other group did not answer this question.

Note: The chi-square analysis shows the finding is significant at α .0005 level. At this extreme level of significance, valid statistical differences between response patterns for seniors' PLANS within Six Months After Graduation, by RACE, are found to exist.

DEFINITIVENESS OF PLANS

Many of the high school seniors seemed to be flexible in their planning; nearly 45% said their plans were "Almost definite." Nearly 33% said their plans were "Indefinite" and 1% did not respond, thus, more than one third of the seniors were still very doubtful. Fewer than 22% of All seniors were "Quite definite" in their plans.

Noteworthy is the fact that a greater proportion of Black seniors than the other seniors said they were "Quite definite" or "Almost definite" in their plans (nearly 27% and 48% respectively). This compares with fewer than 22% and 45% respectively of both White and Spanish-American seniors. However, a higher proportion of Black and Spanish-American seniors did not answer this question.

Note: Again, the chi-square analysis shows that the finding is significant at the α <.0005 level indicating valid statistical differences do exist between response patterns for Definitiveness of Plans by RACE.

TABLE 3

SENIORS' PLANS AFTER GRADUATION

RESPONSE	Percent Distribution by RACE: BLACK Seniors n=2,628	WHITE Seniors n=43,277	SPANISH-AMER. n=491	Responses of ALL Seniors N=49,663: Number	Percent
SENIOR'S CHOSEN PLAN *Within six months after I graduate, I plan to:*					
Work at a full-time job, no further education planned at this time	12.7%	19.2%	17.9%	9,401	18.9%
Work at a full-time job first, then further my education	19.4%	14.1%	17.9%	7,189	14.5%
Continue my education full time	30.1%	31.7%	20.6%	15,214	30.6%
Go to school part time, work part time	19.1%	13.1%	15.7%	6,596	13.3%
Go into military service	5.7%	4.2%	6.7%	2,158	4.3%
Get married, no further education planned at this time	1.3%	3.5%	1.6%	1,684	3.4%
Get married first, then further my education	2.3%	2.0%	3.1%	1,008	2.0%
I don't know	4.3%	7.1%	7.1%	3,478	7.0%
Other	2.1%	3.5%	2.9%	1,725	3.5%
Non-Response	2.9%	1.6%	6.5%	1,210	2.4%
Totals	100.0%	100.0%	100.0%	49,663	100.0%

	BLACK Seniors	WHITE Seniors	SPANISH-AMER.	Responses of ALL Seniors: Number	Percent
DEFINITIVENESS OF PLANS *My present occupation or career choice and educational plans are:*					
Quite definite	26.8%	21.5%	21.1%	10,795	21.7%
Almost definite	47.6%	44.8%	43.6%	22,086	44.6%
Indefinite	22.9%	33.2%	33.1%	16,258	32.7%
Non-Response	2.7%	.6%	2.3%	524	1.0%
Totals	100.0%	100.0%	100.0%	49,663	100.0%

HIGHLIGHTS OF REASONS FOR CHOOSING A PARTICULAR OCCUPATION OR CAREER

(See Tables 4A on facing page and 4B on following pages for data)

MOST IMPORTANT REASONS FOR CHOOSING A PARTICULAR OCCUPATION OR CAREER

The most important reason for choosing a given occupation, selected by nearly 40% of ALL seniors, was "Activities on the Job." This was followed by "Money" by 16% of the seniors, "Kinds of People I'll Work With" by nearly 14%, and "Serving Society" by nearly 9.5%. (Please read Note on following page.) Relatively few seniors reported that their Friends or Parents' Opinion of the Job--or Working Indoors were important reasons for their choice.

PERCENTAGE DIFFERENCES SUMMARY, BY RACE, IN REASONS FOR CHOOSING A PARTICULAR OCCUPATION

MOST IMPORTANT REASON	ALL Seniors	BLACK Seniors	WHITE Seniors	SPANISH-AMERICANS
Activities on the Job	39.6%	26.9%	41.3%	29.3%
Money	16.1%	24.1%	15.5%	18.3%
Kinds of People I'll Work With	13.9%	14.1%	14.0%	15.9%
Serving Society	9.5%	10.2%	9.5%	10.2%
Like to Work Outdoors	6.4%	2.2%	6.6%	5.3%
Status or Prestige of Job	3.8%	6.2%	3.6%	4.3%
Like to Work Indoors	1.8%	3.6%	1.6%	3.5%

As can be seen above, even though the rank order of the most important choices was the same between seniors of different races, the percentages choosing each were significantly different. (The exceptions being the Black seniors' low preference for Like to Work Outdoors and preference to Work Indoors.)

Among the most important findings in differences of reasons by RACE are:

(1) Activities on the Job are relatively much more important to White seniors than to Black or Spanish-American seniors,

(2) Status and Prestige of Job are relatively more important to Black seniors, and to a lesser extent to Spanish-American seniors, than they are to White seniors,

(3) Money is a more important choice to both Black seniors and Spanish-Americans than it is to White seniors,

(4) Relatively constant percentage distributions among all groups were Kinds of People I'll Work With and Serving Society,

(5) As stated earlier, there was a significant difference between groups relative to whether Working Indoors or Outdoors was involved, and finally

(6) Parents' Opinion of Job was important to proportionately more Spanish-American seniors than it was to either White or Black seniors.

Note: The chi-square finding is significant at $\alpha < .0005$ level: valid statistical differences between the response patterns for Most Important Reason for Choosing a Career Field or Occupation, by RACE, are found to exist.

TABLE 4A

MOST IMPORTANT REASONS FOR

CHOOSING A CAREER FIELD OR OCCUPATION

REASON	Percent Distribution by RACE: BLACK Seniors n=2,628	WHITE Seniors n=43,277	SPANISH-AMER. n=491	Responses of ALL Seniors N=49,663: Number	Percent
MOST IMPORTANT REASONS FOR CHOOSING PARTICULAR CAREER *The most important reasons for my chosen occupation or career are:*					
Activities on the job	26.9%	41.3%	29.3%	19,654	39.6%
Friends' opinion of job	1.4%	1.2%	1.8%	605	1.2%
Kinds of people I'll work with	14.1%	14.0%	15.9%	6,905	13.9%
Like to work indoors	3.6%	1.6%	3.5%	912	1.8%
Like to work outdoors	2.2%	6.6%	5.3%	3,190	6.4%
Money	24.1%	15.5%	18.3%	8,006	16.1%
Parents' opinion of job	1.5%	1.8%	2.6%	855	1.7%
Status or prestige of job	6.2%	3.6%	4.3%	1,864	3.8%
Serving society	10.2%	9.5%	10.2%	4,659	9.5%
Non-Response	9.8%	5.0%	8.8%	3,013	6.0%
Totals	100.0%	100.0%	100.0%	49,663	100.0%

SPECIAL NOTE: Further analysis of the data reveal another important finding, that is, that the reasons for choosing a career or occupation are significantly different depending upon the particular career field or occupation chosen. For example, seniors who plan to become Teachers report different reasons than do those who plan to become ENGINEERS, MANAGERS, FARMERS, NURSES, etc. See TABLE 5 and Highlights on next two pages.*

**Reported in:*

Manpower Monograph 76-1, "Plans of Indiana High School Seniors: Are Those Who Plan to Become Engineers Different?" May 3, 1976, Dr. J. P. Lisack, Director, Office of Manpower Studies, Purdue University, SCC-A, W. Lafayette, IN 47907.

Manpower Monograph 76-2, "Comparisons of the Characteristics and Plans of All Indiana High School Seniors With Those Who Plan to Become Registered Nurses or Licensed Practical Nurses," August 1, 1976, Dr. J. P. Lisack, Director of Manpower Studies, Purdue University, SCC-A, W. Lafayette, IN 47907.

HIGHLIGHTS OF REASONS FOR CHOOSING A PARTICULAR OCCUPATION OR CAREER (CONTINUED)

(See Table 4B on facing page for data)

SECOND MOST IMPORTANT REASONS FOR CHOOSING A PARTICULAR OCCUPATION OR CAREER

(Note: For Most Important Reason, see immediately preceding pages)

When identifying the "Second most important reason for choosing a given occupation," the most popular choice of ALL seniors is "Money" followed by "Kinds of people I'll work with," then "Activities on the job." A convenient comparison of the percentage differences for ALL seniors and by RACE is shown below:

PERCENTAGE DIFFERENCES SUMMARY, BY RACE, IN REASONS FOR CHOOSING A PARTICULAR OCCUPATION

Second Most Important Reason	ALL Seniors	BLACK Seniors	WHITE Seniors	SPANISH-AMERICANS
Money	28.1%	28.8%	28.5%	22.4%
Kinds of people I'll work with	17.1%	13.8%	17.5%	16.5%
Activities on the job	16.4%	13.6%	16.8%	14.7%
Serving society	8.9%	8.8%	9.0%	9.0%
Status or prestige of job	7.1%	8.8%	7.1%	7.3%

Among the generalizations that can be made from the above are:

(1) The rank order of these choices is the same for all groups.

(2) "Kinds of people I'll work with" and "Activities on the job" are important to a smaller proportion of Black seniors as it is to other seniors.

(3) "Status or prestige of job" is important to proportionately more Black seniors than it is to others.

(4) Proportionately more Black and Spanish-American seniors did not respond to this question.

Note: The chi-square finding is significant at the $\alpha < .0005$ level; valid statistical differences between the response patterns for the 2nd Most Important Reason for Choosing a Particular Occupation, by RACE, are found to exist.

HIGHLIGHTS OF DIFFERENCES IN REASONS FOR CHOOSING A GIVEN CAREER FIELD OR OCCUPATION

(See Table 5 on facing page for data)

The primary reasons given by high school seniors for choosing a certain occupation, as reported in Tables 4A and 4B, are at best, only broad generalizations. One reason for this finding is there are significant differences given between seniors who have chosen different occupations. For example,

(1) "Activities on the job" rank highest as reason for choosing Engineer, Teacher, or Manager, however

(2) "Serving society" ranks highest as reason for choosing Nursing.

(3) Most seniors choosing Farm related occupations identified "Working outdoors"as the most important reason for their choice,

(4) "Money" is very important to those who plan to become Engineers or Managers, but is not important to many who plan to become Teachers or Nurses,

(5) "Kinds of people I'll work with" is very important to aspiring Teachers and Nurses (as well as some Managers), but is not as important to aspiring Engineers or Farmers, and

(6) Although a high percentage of seniors planning to become Nurses chose "Serving society" as the most important reason for their choice, not many Engineers, Managers and Farmer hopefuls made that choice.

TABLE 4B

SECOND MOST IMPORTANT REASONS FOR CHOOSING A CAREER FIELD OR OCCUPATION

REASON	Percent Distribution by RACE: BLACK Seniors n=2,628	WHITE Seniors n=43,277	SPANISH-AMER. n=491	Responses of ALL Seniors N=49,663: Number	Percent
Activities on the job	13.6%	16.8%	14.7%	8,148	16.4%
Friends' opinion of job	2.9%	3.0%	3.1%	1,509	3.0%
Kinds of people I'll work with	13.8%	17.5%	16.5%	8,512	17.1%
Like to work indoors	4.9%	2.9%	4.7%	1,500	3.0%
Like to work outdoors	2.7%	4.9%	4.7%	2,384	4.8%
Money	28.8%	28.5%	22.4%	13,979	28.1%
Parents' opinion of job	4.0%	4.3%	5.9%	2,107	4.2%
Status or prestige of job	8.8%	7.1%	7.3%	3,517	7.1%
Serving society	8.8%	9.0%	9.0%	4,416	8.9%
Non-Response	11.8%	6.0%	11.8%	3,591	7.2%
Totals	100.0%	100.0%	100.0%	49,663	100.0%

TABLE 5

DIFFERENCES IN REASONS FOR CHOOSING A GIVEN CAREER FIELD OR OCCUPATION

Note: Previous studies indicate that the reasons for seniors' occupational choices varied significantly between groups. For example, seniors who plan to become Engineers identified different reasons for their choice than did those who plan to become Teachers or Nurses.*

Seniors' Occupational Choice	Activities on the job	Money	Kinds of people I'll work with	Serving society	Like to work outdoors	Status or prestige of job	Other	Total (State) %	Total (State) #
Engineers	53%	21%	4%	4%	7%	5%	6%	100	3,604
Teachers (High School)	42%	4%	29%	17%	--	2%	6%	100	3,760
Managers (All)	43%	23%	14%	4%	3%	6%	7%	100	2,030
Farm related	26%	5%	2%	2%	61%	1%	3%	100	1,700
Registered Nurses	26%	5%	21%	>40%	--	2%	6%	100	2,380
Licensed Practical Nurses	27%	6%	26%	33%	--	4%	4%	100	800

*Manpower Monograph 76-1, "Plans of Indiana High School Seniors: Are Those Who Plan to Become Engineers Different?", May 3, 1976, Dr. J. P. Lisack, Director, Office of Manpower Studies, Purdue University, SCC-A, W. Lafayette IN 47907.

Manpower Monograph 76-2, "Comparisons of the Characteristics and Plans of All Indiana High School Seniors With Those Who Plan to Become Registered Nurses or Licensed Practical Nurses," August 1, 1976, Dr. J. P. Lisack, Director, Office of Manpower Studies, Purdue University, SCC-A, W. Lafayette IN 47907.

HIGHLIGHTS OF WHEN INTEREST WAS FIRST NOTED, AND WHEN DECISION WAS MADE ON CHOSEN CAREER FIELD OR OCCUPATION

(See Table 6 on facing page for data)

WHEN INTEREST IN CHOSEN OCCUPATION OR CAREER FIELD WAS FIRST NOTED

About 10% of ALL seniors noted an interest in a specific occupation or career while they were still in the elementary grades, and another 15% did so while in junior high school. Nearly one-third said they noted an occupational interest during their freshman and sophomore years in high school. Generally speaking about 60% of the seniors reported they had their first interest in a given occupation or career before they were juniors in high school. Fewer than 2.5% of the seniors did not answer this question.

Note: The chi-square contingency coefficient is not significant at the $\alpha = .05$ level for this item. This and the statistics for SEX, are the only two exceptions to the $\alpha = .05$ or more extreme level of significance reported elsewhere in this report.

WHEN DECISION WAS MADE ON CHOSEN OCCUPATION OR CAREER FIELD

Nearly 46% of ALL seniors reported they made their occupational decision during their senior year, and an additional 26% had done so while they were juniors. Relatively few (<2%) seniors recalled they "decided" on an occupation or career in elementary grades--or while in junior high (<4%). Nearly 6% did not answer this question. This matches the 6% who did not answer the previous question--which identified the most important reason for choosing a particular career.

The most interesting point in the RACE comparison data is that Black seniors and Spanish-American seniors "decide" earlier (i.e., in elementary grades, junior high, or as freshmen and sophomores in high school) on their chosen occupation or career field than do White seniors.

Note: The chi-square finding is significant at the $\alpha < .0005$ level. At this extreme level of significance, valid statistical differences between the response patterns for When Decision on Chosen Career Was Made, by RACE are found to exist.

Note: There is growing evidence from previous studies that many young people are becoming more occupation or career conscious over the past six years. Trends are developing which indicate that:*

1. *Proportionately more students are reporting they noted their first interest earlier in a given occupation or career,*
2. *Fewer seniors reported they had waited until their senior year to make their decision, and*
3. *More seniors respond to (answer) related questions when asked.*

**Manpower Report 76-1, "Changing Trends in the Plans of High School Seniors: Comparisons of the Educational, Employment, and Occupational Plans of Seniors in Indiana High School Classes of 1966, 1969, 1972 and 1975," 1 March 1976, Dr. J. P. Lisack, Director, Office of Manpower Studies, Purdue University, SCC-A, W. Lafayette IN 47907.*

TABLE 6

TIME WHEN FIRST INTEREST WAS NOTED, AND WHEN A CERTAIN CAREER OR OCCUPATION WAS DECIDED ON

RESPONSE	Percent Distribution by RACE: BLACK Seniors n=2,628	WHITE Seniors n=43,277	SPANISH-AMER. n=491	Responses of ALL Seniors N=49,663: Number	Percent
WHEN FIRST INTEREST IN CHOSEN CAREER WAS NOTED *I had my first interest in my chosen career or occupation while in:*					
Elementary grades (1-6)	10.0%	9.9%	10.0%	5,019	10.1%
Junior high grades (7-8)	15.2%	15.3%	13.0%	7,522	15.1%
High school freshman	14.8%	14.6%	14.7%	7,218	14.5%
High school sophomore	16.8%	17.6%	17.9%	8,635	17.4%
High school junior	26.0%	26.4%	25.1%	12,926	26.0%
High school senior	16.7%	14.2%	17.9%	7,128	14.5%
Non-Response	1.5%	2.0%	1.4%	1,215	2.3%
Totals	100.0%	100.0%	100.0%	49,663	100.0%

	BLACK Seniors	WHITE Seniors	SPANISH-AMER.	Responses of ALL Seniors	
WHEN DECISION ON CHOSEN CAREER WAS MADE *I decided on my chosen occupation or career in:*					
Elementary grades (1-6)	3.6%	1.4%	4.3%	855	1.7%
Junior high grades (7-8)	6.8%	3.5%	4.1%	1,874	3.8%
High school freshman	9.3%	6.4%	8.1%	3,263	6.6%
High school sophomore	12.4%	9.8%	11.4%	4,967	10.0%
High school junior	29.3%	26.4%	25.7%	12,997	26.2%
High school senior	35.1%	47.2%	41.5%	22,784	45.9%
Non-Response	3.5%	5.3%	4.9%	2,923	5.8%
Totals	100.0%	100.0%	100.0%	49,663	100.0%

HIGHLIGHTS OF THE METHODS PLANNED TO FINANCE EDUCATION

(See Table 7 on facing page for details)

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METHODS PLANNED TO FINANCE EDUCATION

Seniors planning to continue their education were asked to identify all of the ways in which they planned to pay for their education. The data indicate that over half of ALL seniors continuing their education anticipated financial support from their parents or family, about one third of all seniors continuing their education planned to use some personal savings. Although the percentage differences are not exactly comparable between groups, they are reasonably indicative of relative differences. Rank order comparisons help to illustrate the important differences as shown below.

RANK ORDER COMPARISONS OF METHODS PLANNED TO FINANCE EDUCATION

METHOD	ALL Seniors	BLACK Seniors	WHITE Seniors	SPANISH-AMERICANS
Parents or family support	1st	2nd	1st	1st
Scholarship or grant	2nd	1st	2nd	2nd
Personal savings	3rd	6th	3rd	4th
Part-time employment while at school	4th	3rd	4th	3rd
Full-time employment during summer	5th	5th	5th	5th
Loan from educational institution	6th	4th	6th	7th
Unknown	7th	7th	7th	6th
Loan from bank or other source	8th	8th	8th	8th
Other	9th	9th	9th	9th

***

Among the generalizations that can be made from the data above and in Table 7 are:

(1) Parents or family financial support was far more likely to be expected by White seniors than by Spanish-American or Black seniors.

(2) Personal savings were much more likely to be used by White seniors and far less likely by Black seniors or Spanish-American seniors.

(3) Black seniors were more likely to plan on scholarships or grants as well as loans from the educational institutions than were White or Spanish-American seniors.

(4) Proportionately more White seniors were planning full-time employment during summer months or part-time employment while at school.

(5) A higher proportion of the Black seniors and Spanish-American seniors--who planned to continue their education after graduation from high school--did not know how they would finance their education.

Note: The χ^2 finding is significant at the $\alpha < .0005$ level. There are valid statistical differences between the response patterns for "Methods planned to finance education" by RACE.

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TABLE 7

METHODS PLANNED TO FINANCE EDUCATION

(Answered only by those planning to continue their education after graduation from high school)

(MULTIPLE CHOICES REPORTED)	Percent* Distribution by RACE: BLACK Seniors n=1,293	WHITE Seniors n=19,388	SPANISH-AMER. n=178	Responses of ALL Seniors N=20,859: Number	Percent*
METHODS *I plan to finance my education through:*					
Personal savings	8.0%	17.1%	7.9%	8,003	16.1%
Parents or family support	16.4%	29.9%	15.1%	14,047	28.4%
Loan from the educational institution	9.1%	5.0%	5.5%	2,549	5.1%
Loan from a bank or other source	5.8%	4.4%	4.7%	2,185	4.4%
Part-time employment while at school	13.0%	14.1%	12.0%	6,794	13.7%
Full-time employment during summer months	8.4%	13.5%	7.7%	6,353	12.8%
Scholarship or grants	26.0%	17.5%	14.5%	8,654	17.4%
Unknown	6.5%	4.3%	6.5%	2,225	4.5%
Other	2.2%	2.2%	2.4%	1,142	2.2%

See facing page for rank order comparisons between Races.

**n's represent those seniors who planned to continue their education either full time or part time within six months after graduation:*

Specifically: 49.2% of the 2,628 Black seniors = 1,293
44.8% of the 43,277 White seniors = 19,388 and
36.3% of the 491 Spanish-Americans = 178

(See Table 3 for details regarding Plans After Graduation.)

HIGHLIGHTS OF REASONS WHY SOME SENIORS DO NOT PLAN TO ENROLL IN AN EDUCATIONAL PROGRAM IMMEDIATELY AFTER GRADUATION

(See Table 8 on facing page for data)

A total of 29% of ALL seniors answered this question: this is consistent with the seniors' answers to data in Table 3 concerning seniors' plans after graduation, wherein 18.9% said they planned to work full time, no further education; 4.3% were going into military service; 3.4% were getting married and not going on with school; and 2.4% did not respond, all of which also totals 29%.

The most frequently chosen reasons for not continuing education were "I plan to look for a job" and "I already have a job arranged" (Σ12.3%). These were followed by those undecided what to do and those not interested in continuing their studies (4.3% and 4% respectively). 3.7% said they planned to get married (this articulates with Table 3 data wherein 3.4% said they planned to get married with no further education planned at this time). 1.5% said the reason they were not continuing was because they did not have enough money.

A comparison by RACE reveals the following noteworthy differences:

(1) Proportionately fewer Black seniors identified reasons why they did not plan to enroll in an educational program within six months after graduation: (this is consistent with data in Table 3, where proportionately more Black seniors stated they did plan to continue their education full or part time).

(2) A larger proportion of Spanish-American seniors did identify reasons for not continuing their education: among their most important reasons given for not going on were:

a. Plan to look for a job,
b. Not interested,
c. Going into military service, and
d. Grades (high school) are low.

Note: The chi-square finding is significant at the $\alpha < .0005$ level: valid statistical differences between response patterns for those not planning to continue their education, by RACE, are found to exist.

TABLE 8

REASONS WHY SOME SENIORS DO NOT PLAN TO ENROLL IN AN EDUCATIONAL PROGRAM IMMEDIATELY AFTER GRADUATION

(ONLY ONE REASON CHOSEN)	Percent Distribution by RACE: BLACK Seniors n=2,628	WHITE Seniors n=43,277	SPANISH-AMER. n=491	Responses of ALL Seniors N=49,663: Number	Percent
SENIORS NOT PLANNING TO ENROLL IN AN EDUCATIONAL PROGRAM AFTER GRADUATION FROM HIGH SCHOOL *I do not plan to enroll in an educational program after graduation because:*					
I plan to look for a job	6.4%	7.2%	8.4%	3,576	7.2%
I already have a job arranged	2.7%	5.2%	3.3%	2,532	5.1%
I plan to get married	1.3%	3.8%	3.5%	1,851	3.7%
I am not interested at this time	2.1%	4.1%	4.5%	1,992	4.0%
I am going into military service	3.0%	2.0%	4.3%	1,040	2.1%
I am undecided what to do	3.3%	4.4%	3.5%	2,140	4.3%
My grades are low	1.1%	.8%	3.1%	426	.9%
There's no local school that I want	0	.1%	.8%	74	.1%
I don't have enough money	2.1%	1.4%	2.0%	748	1.5%
	22%	29%	33.2%		29%
Non-Response*	78.0%	71.0%	66.8%	35,284	71.0%
Totals	100.0%	100.0%	100.0%	49,663	100.0%

Percentages shown reflect all seniors responding to the survey: i.e., 22% of all Black seniors identified some reason why they did not plan to continue their education after graduation from high school, whereas >33% of all Spanish-American seniors and 29% of White seniors did so. This sequence is consistent with Plans of seniors reported in Table 3, where Σ49.2% of the Black seniors planned to go to school full or part time within six months after graduation compared with 44.8% of the White seniors, and only 36.3% of the Spanish-American seniors.

HIGHLIGHTS OF THE PLANS OF SOME SENIORS TO DELAY CONTINUING THEIR EDUCATION TO SOME LATER DATE

(See Table 9 on facing page for details)

There were 18.5% of ALL seniors that responded to this question, indicating they planned to delay their education or training for six months or longer. The most popular reason for the delay, identified by 6.5% of the seniors, was "I want to earn some money first." This was followed by 6% who wanted more time to decide what to do. Nearly 2.5% wanted to gain some work experience first and fewer than 2% planned to go into military service first. More than 1% said that getting married first would delay their education and nearly 1% did not identify the specific reason for delay.

A comparison of responses by Race discloses that Spanish-Americans and Black seniors were more likely to delay continuing their education than were White seniors--this finding is consistent with data in Table 3.

Among the more significant differences in reasons given for delay--by Race were:

(1) Black seniors and Spanish-American seniors were more likely than were White seniors to delay continuing their education because:

a. They want to earn some money first,
b. They want to gain some work experience, or
c. They want to go into military service first,

(2) Proportionately more White seniors chose "I want more time to decide what to do,"

(3) Spanish-American seniors were more likely to delay their education because they want to get married first--or for some "other" reason, than were Black or White seniors.

Note: The chi-square finding is significant at the $\alpha < .0005$ level; valid statistical differences between response patterns for seniors planning to delay their further education by RACE are found to exist.

TABLE 9

REASONS WHY SOME SENIORS

PLAN TO DELAY CONTINUING THEIR EDUCATION

REASON	Percent Distribution by RACE: BLACK Seniors n=2,628	WHITE Seniors n=43,277	SPANISH-AMER. n=491	Responses of ALL Seniors N=49,663: Number	Percent	
I plan to delay continuing my education to some later date for six months or longer after graduation because:						
I want to earn some money first	10.2%	6.1%	9.4%	3,207	6.5%	
I want to gain some work experience	3.7%	2.2%	3.5%	1,169	2.4%	
I want more time to decide what to do	5.3%	6.0%	4.9%	2,972	6.0%	
I want to go into military service first	2.6%	1.5%	3.3%	789	1.6%	
I want to get married first	1.1%	1.2%	2.2%	596	1.2%	
Other	.4%	.9%	1.6%	455	.9%	
	23.2%	17.8%	24.8%			18.5%
Non-Response*	76.8%	82.2%	75.2%	40,475	81.5%	
Totals	100.0%	100.0%	100.0%	49,663	100.0%	

*As can be seen in Table 9, nearly 25% of the Spanish-American seniors report they plan to delay continuing their education (i.e., longer than six months after graduation). This compares with >23% of the Black seniors and <18% of White seniors.

HIGHLIGHTS OF THE CHARACTERISTICS OF SENIORS' HEAD OF HOUSEHOLD (RELATIONSHIP)

(See Table 10 on facing page for details)

HEAD OF HOUSEHOLD RELATIONSHIP

Fathers were reported as the head of household by 84% of ALL seniors (this percentage has been decreasing slowly over the past ten years).* Nearly 11% reported Mother as head of household, nearly 4% said Other and >1% did not respond (these latter groups have been increasing over the past decade).*

A comparison of responses by RACE shows significant differences--which include:

(1) A much higher proportion of White seniors (86%) report Father as head of household--followed closely by Spanish-American seniors (~81%). Fewer than 62% of Black seniors reported Father as their household head.

(2) More than a third of the Black seniors reported the head of their household was their Mother or Other (37.4%): this compares with 17.5% of Spanish-American seniors and 13.1% of White seniors.

(3) Proportionately, slightly more of the Spanish-American and Black seniors did not answer this question, compared with White seniors.

Note: The chi-square finding is significant at the $\alpha < .0005$ level; valid statistical differences between response patterns for Relationship of Head of Household, by RACE, are found to exist.

**Manpower Report 76-1, "Changing Trends in the Plans of High School Seniors: Comparisons of the Educational, Employment, and Occupational Plans of Seniors in Indiana High School Classes of 1966, 1969, 1972 and 1975," 1 March 1976, Dr. J. P. Lisack, Director, Office of Manpower Studies, Purdue University, SCC-A, W. Lafayette IN 47907.*

TABLE 10

CHARACTERISTICS OF HEADS OF HOUSEHOLDS

RELATIONSHIP

CHARACTERISTIC	Percent Distribution by RACE: BLACK Seniors n=2,628	WHITE Seniors n=43,277	SPANISH-AMER. n=491	Responses of ALL Seniors N=49,663: Number	Percent
HEAD OF HOUSEHOLD	*The head of my household is:*				
Father	61.4%	86.0%	80.6%	41,734	84.0%
Mother	31.3%	9.6%	11.1%	5,430	10.9%
Other	6.1%	3.5%	6.4%	1,893	3.8%
Non-Response	1.2%	1.0%	1.9%	606	1.2%
Totals	100.0%	100.0%	100.0%	49,663	100.0%

HIGHLIGHTS OF THE CHARACTERISTICS OF SENIORS' HEAD OF HOUSEHOLD (CONTINUED)

HIGHEST LEVEL OF EDUCATION ATTAINED

(See Table 11 on facing page for details)

EDUCATIONAL LEVEL OF HEAD OF HOUSEHOLD

The largest single group for highest educational level attained by head of household reported by ALL seniors was High school graduate, >42%; the next largest group was Less than high school graduate reported by nearly 20% of the seniors. More than 18% of the household heads were reported to be College graduates. (In the series of surveys conducted to date, since the last ten years, the educational levels of heads of household were higher in each subsequent survey).*

A comparison of educational level of head of household, by RACE, again reveals some significant differences, i.e.,

(1) The educational levels of the heads of household of White seniors were significantly higher than for heads of Black seniors or Spanish-American seniors' household levels.

(2) The educational levels of the heads of households of Black seniors were higher than those of Spanish-American seniors.

(3) Spanish-American and Black seniors were more apt to indicate the education level of their head of household was Unknown than were White seniors.

(4) Proportionately more Black seniors did not answer this question.

Note: The chi-square finding is significant at the $\alpha < .0005$ level; valid statistical differences between the response patterns for Educational Level of Head of Household, by RACE, are found to exist.

*Manpower Report 76-1, "Changing Trends in the Plans of High School Seniors: Comparisons of the Educational, Employment, and Occupational Plans of Seniors in Indiana High School Classes of 1966, 1969, 1972 and 1975," 1 March 1976, Dr. J. P. Lisack, Director, Office of Manpower Studies, Purdue University, SCC-A, W. Lafayette IN 47907.

TABLE 11

CHARACTERISTICS OF HEAD OF HOUSEHOLD

HIGHEST LEVEL OF EDUCATION ATTAINED

	Percent Distribution by RACE			Responses of ALL Seniors N=49,663	
	BLACK Seniors n=2,628	WHITE Seniors n=43,277	SPANISH-AMER. n=491	Number	Percent
EDUCATIONAL LEVEL, HOUSEHOLD HEAD *The highest level of education attained by the head of my household is:*					
Less than high school grad	28.5%	18.9%	43.4%	9,834	19.8%
High school graduate	38.3%	42.9%	28.7%	20,960	42.2%
Some college, but no degree	14.3%	15.5%	9.8%	7,609	15.3%
College or university grad	12.1%	19.0%	10.6%	9,171	18.5%
Unknown	5.3%	3.0%	6.9%	1,645	3.3%
Non-Response	1.5%	.6%	.6%	444	.9%
Totals	100.0%	100.0%	100.0%	49,663	100.0%

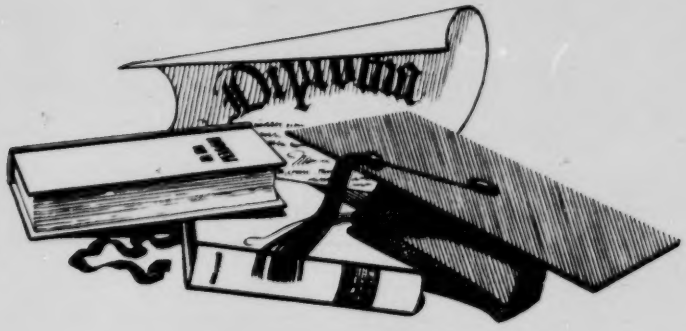


TABLE 12

COMPARATIVE DISTRIBUTION BY RACE OF HIGH SCHOOL SENIORS ENROLLED IN VARIOUS TYPES OF HIGH SCHOOL PROGRAMS

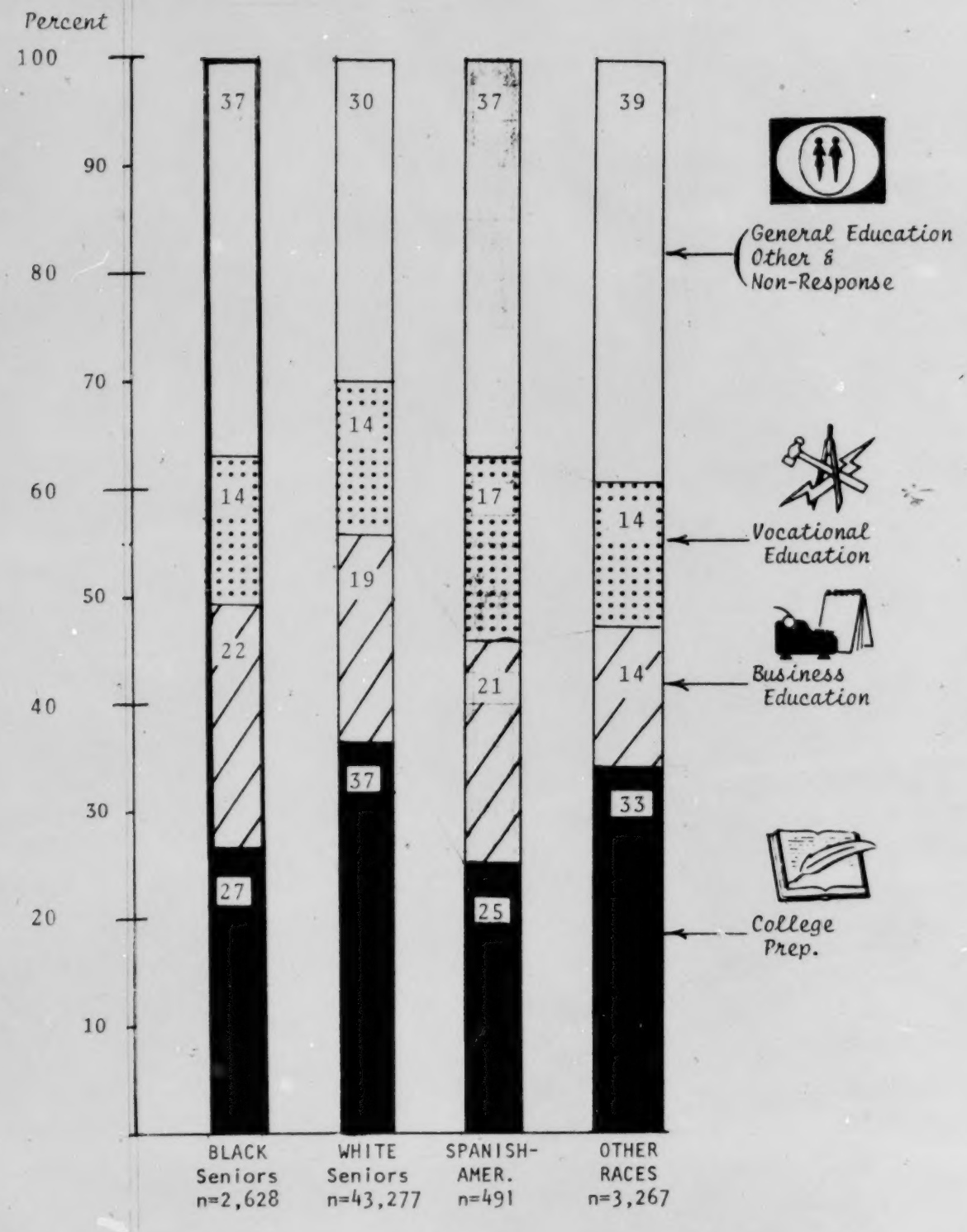
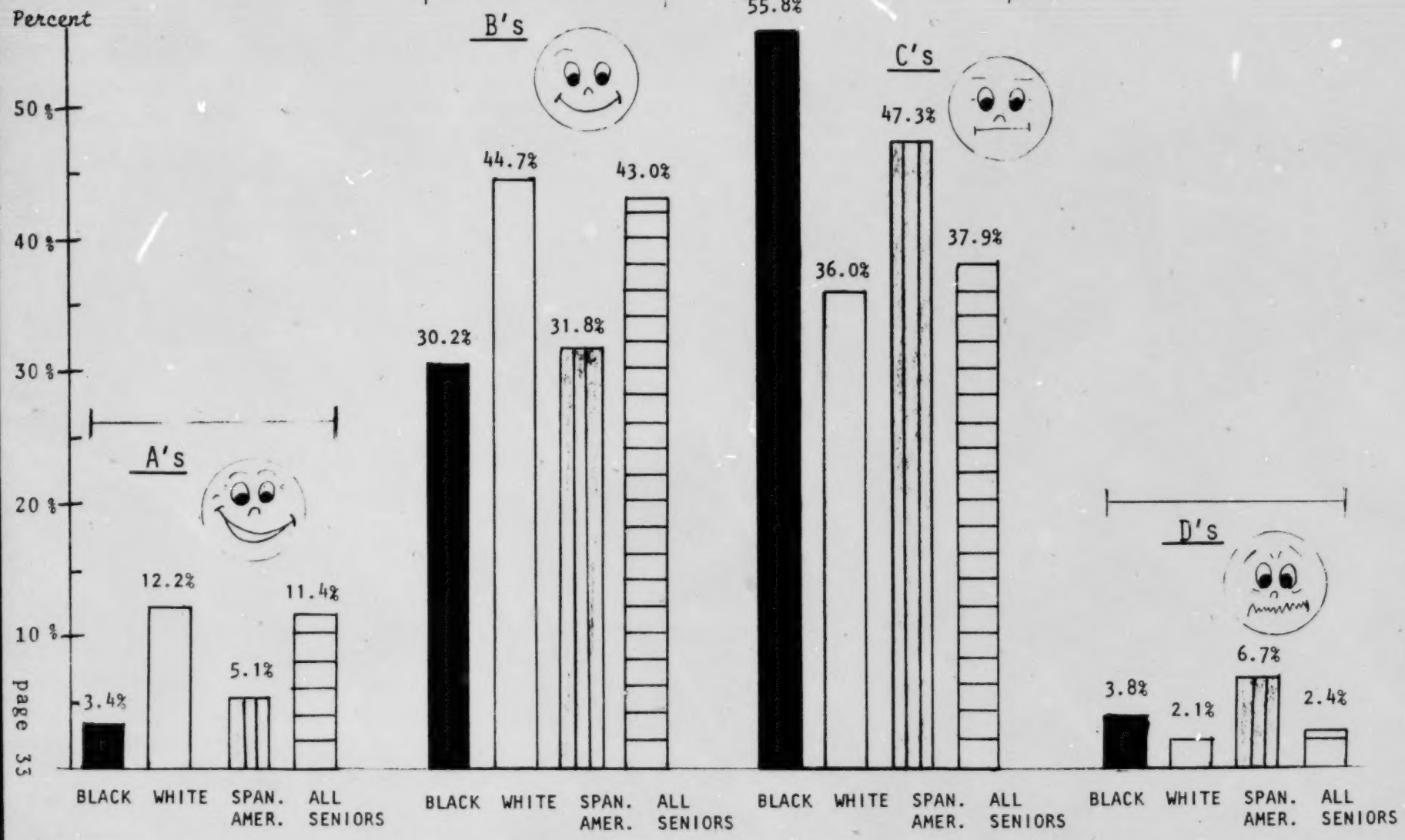


TABLE 13 GRADE AVERAGE DISTRIBUTION OF HIGH SCHOOL SENIORS--BY RACE



N of All Seniors = 49,663
n of Black Seniors = 2,628
n of White Seniors = 43,277
n of Spanish-Amer. = 491
n of All Others = 629
n of Non-respondents = 2,638

TABLE 14

MOST IMPORTANT REASON FOR CHOOSING A PARTICULAR OCCUPATION OR CAREER

COMPARISONS OF REASONS GIVEN BY RACE

The most important reason for my chosen career is:

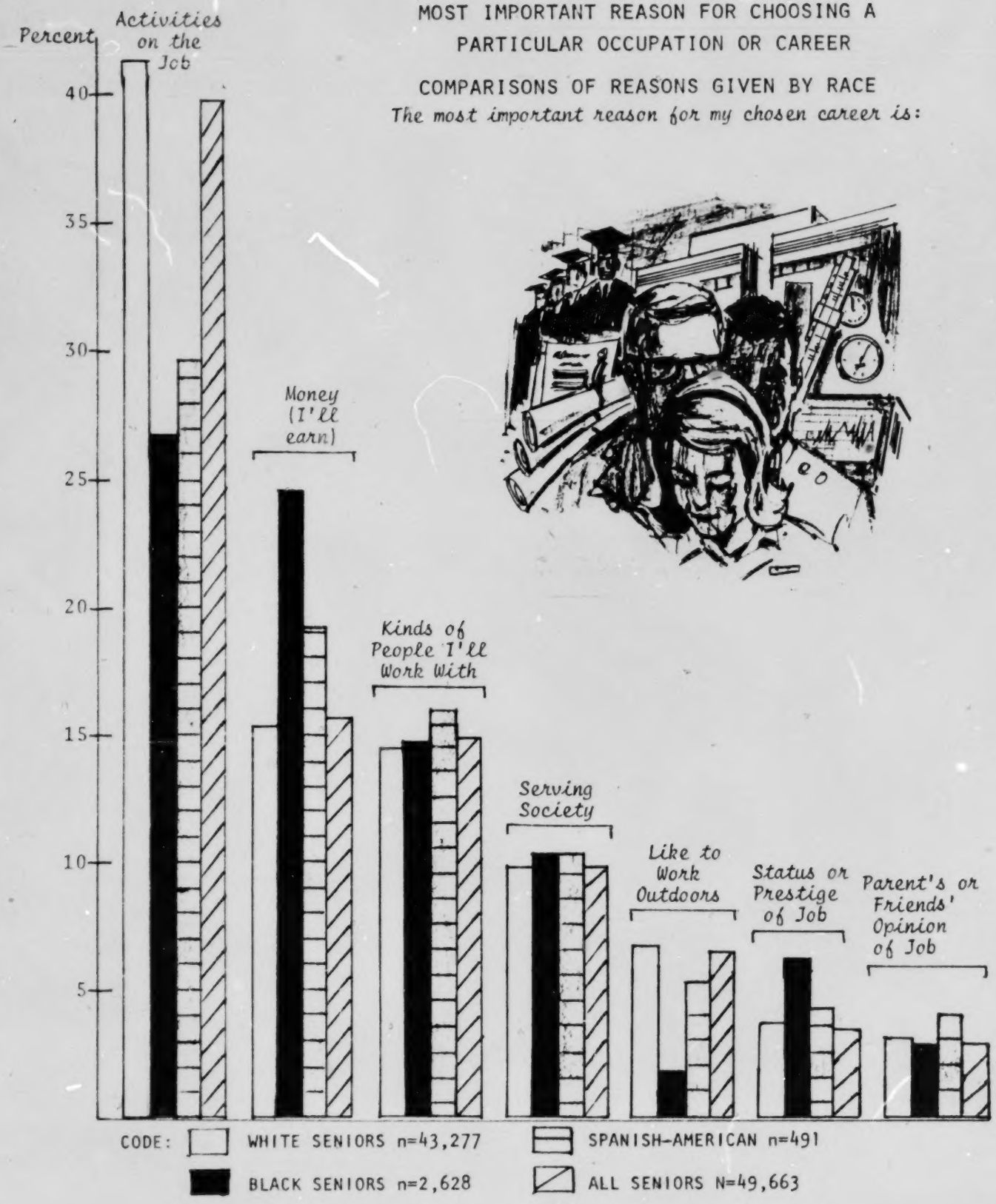


TABLE 15

MOST IMPORTANT REASON FOR CHOOSING A CAREER FIELD OR OCCUPATION

(Distribution by RACE)

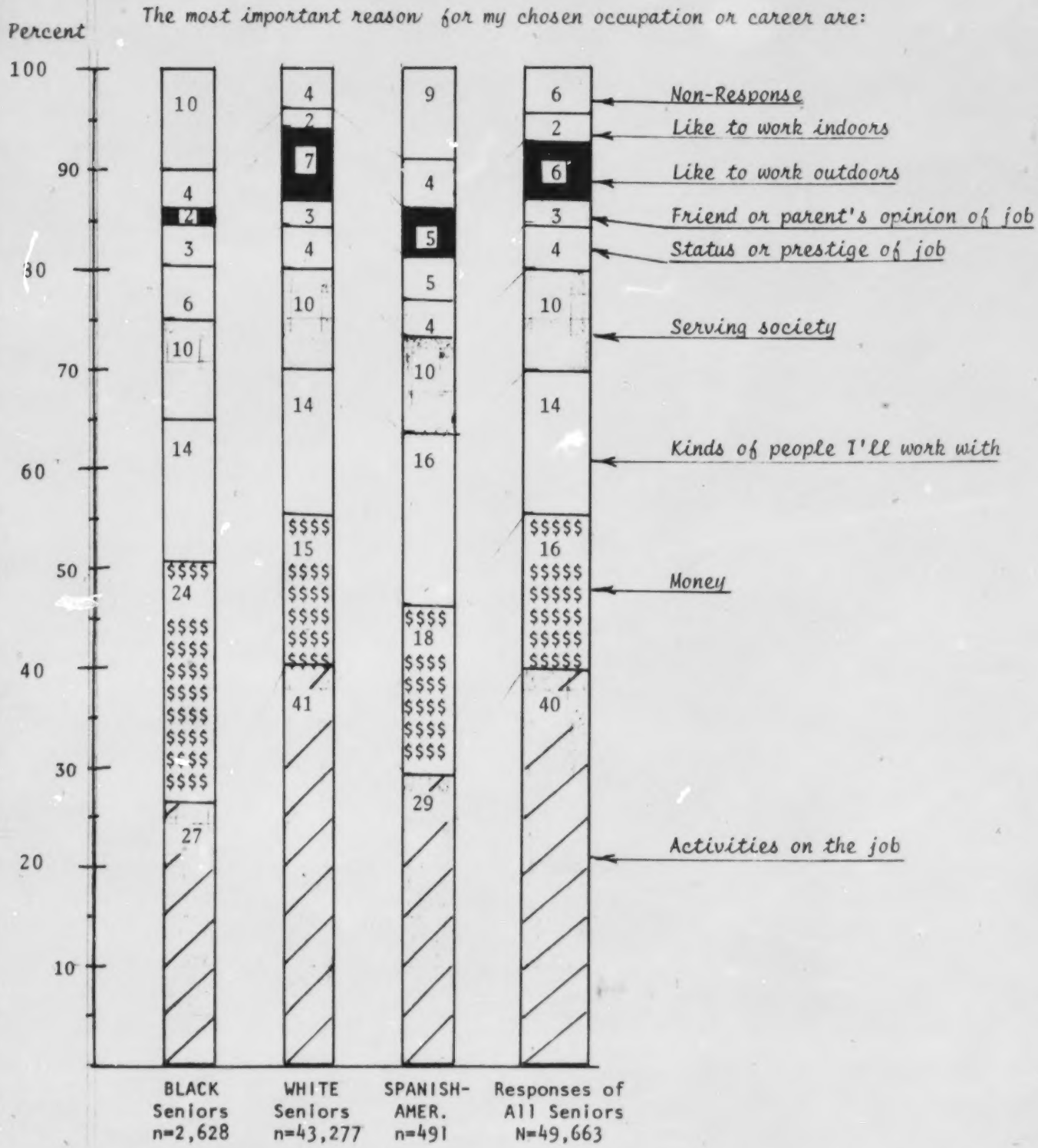


TABLE 16

SENIOR'S CHOSEN PLAN

(BY RACE)

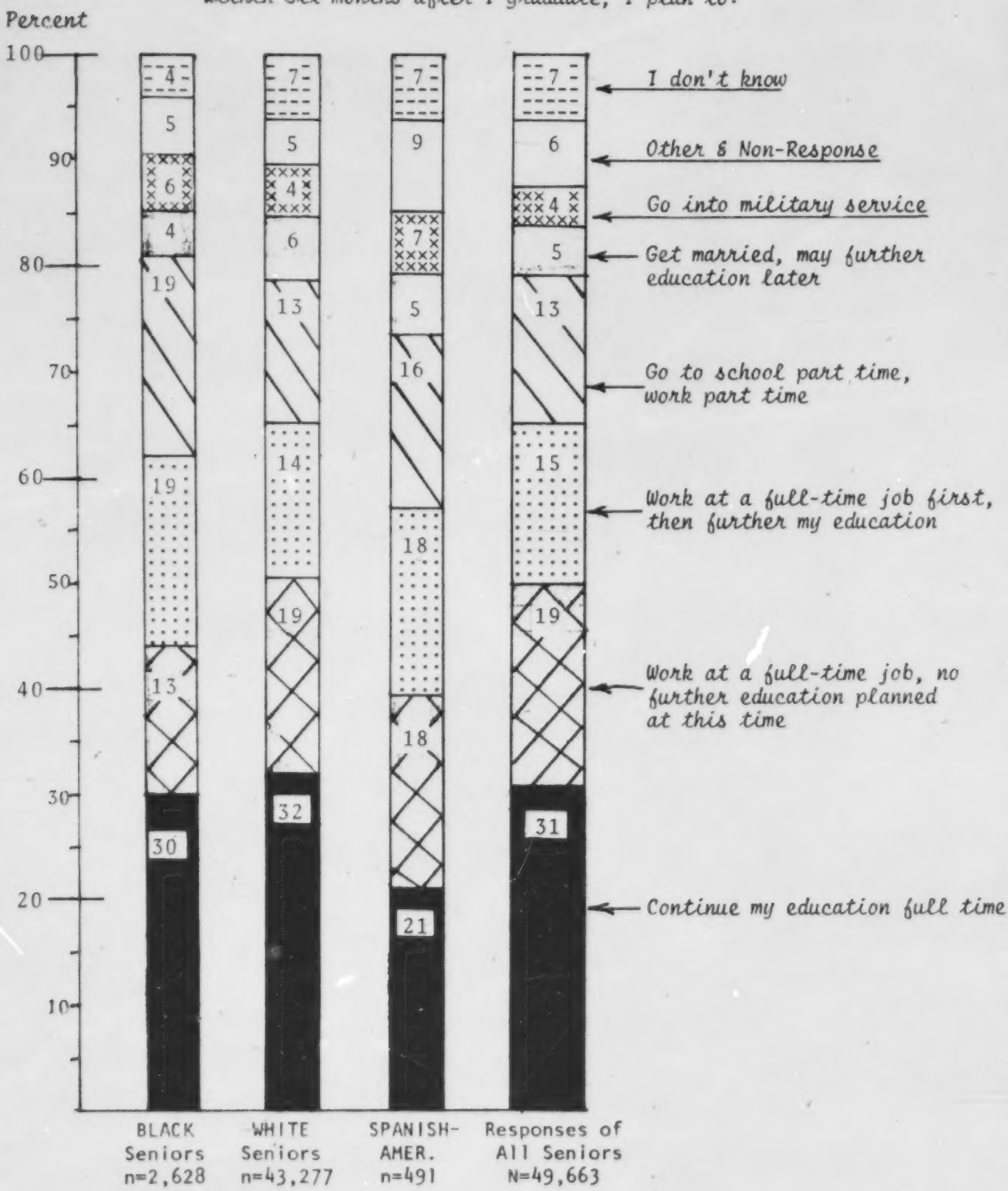
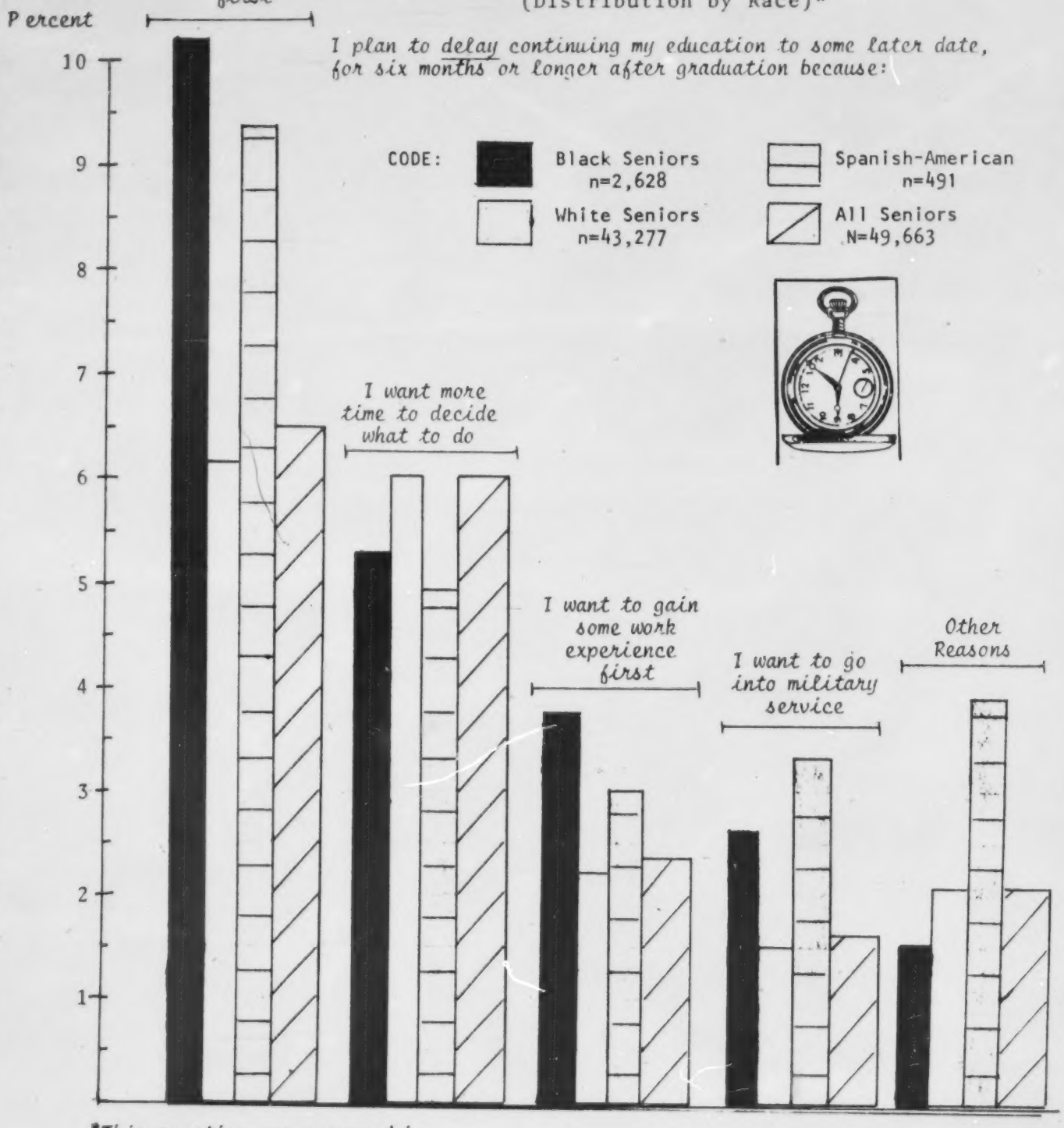


TABLE 17

REASONS WHY SOME SENIORS PLAN TO DELAY CONTINUING THEIR EDUCATION AFTER GRADUATION (Distribution by Race)*



*This question was answered by:
23.2% of the Black seniors
17.8% of the White seniors
24.8% of Spanish-American seniors
18.5% of All Seniors responding

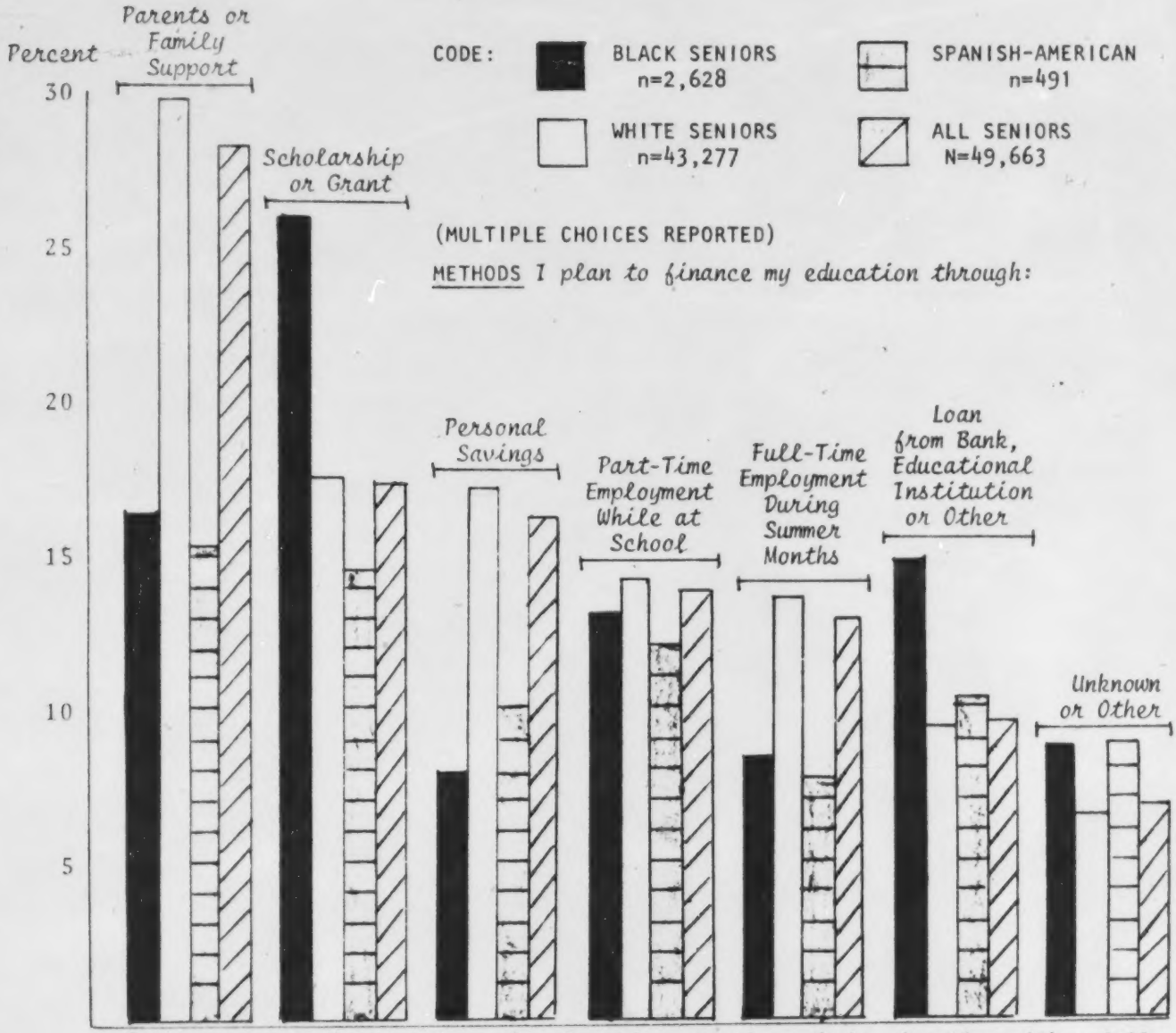
$

TABLE 18

METHODS PLANNED TO FINANCE EDUCATION

(Answered only by those planning to continue their education after graduation from high school)

(Percentage Distribution by Race)



*n's represent those seniors who planned to continue their education either full time or part time within six months after graduation:

Specifically, 49.2% of the 2,628 Black seniors = 1,293
44.8% of the 43,277 White seniors = 19,388 and
36.3% of the 491 Spanish-Americans = 178

TABLE 19

CHARACTERISTICS OF HEAD OF HOUSEHOLD

RELATIONSHIP

(Percent Distribution by Race)

The head of my household is:

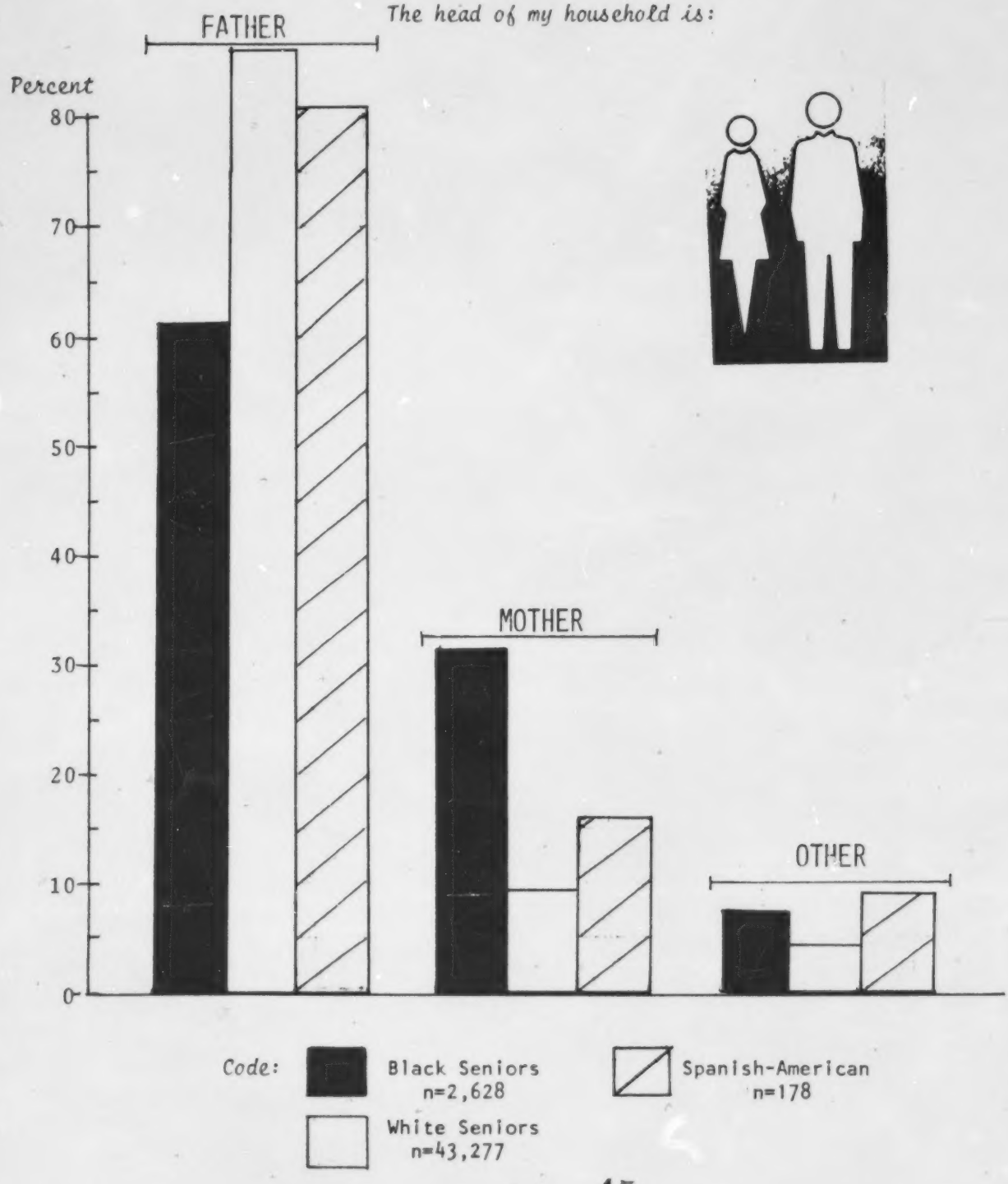


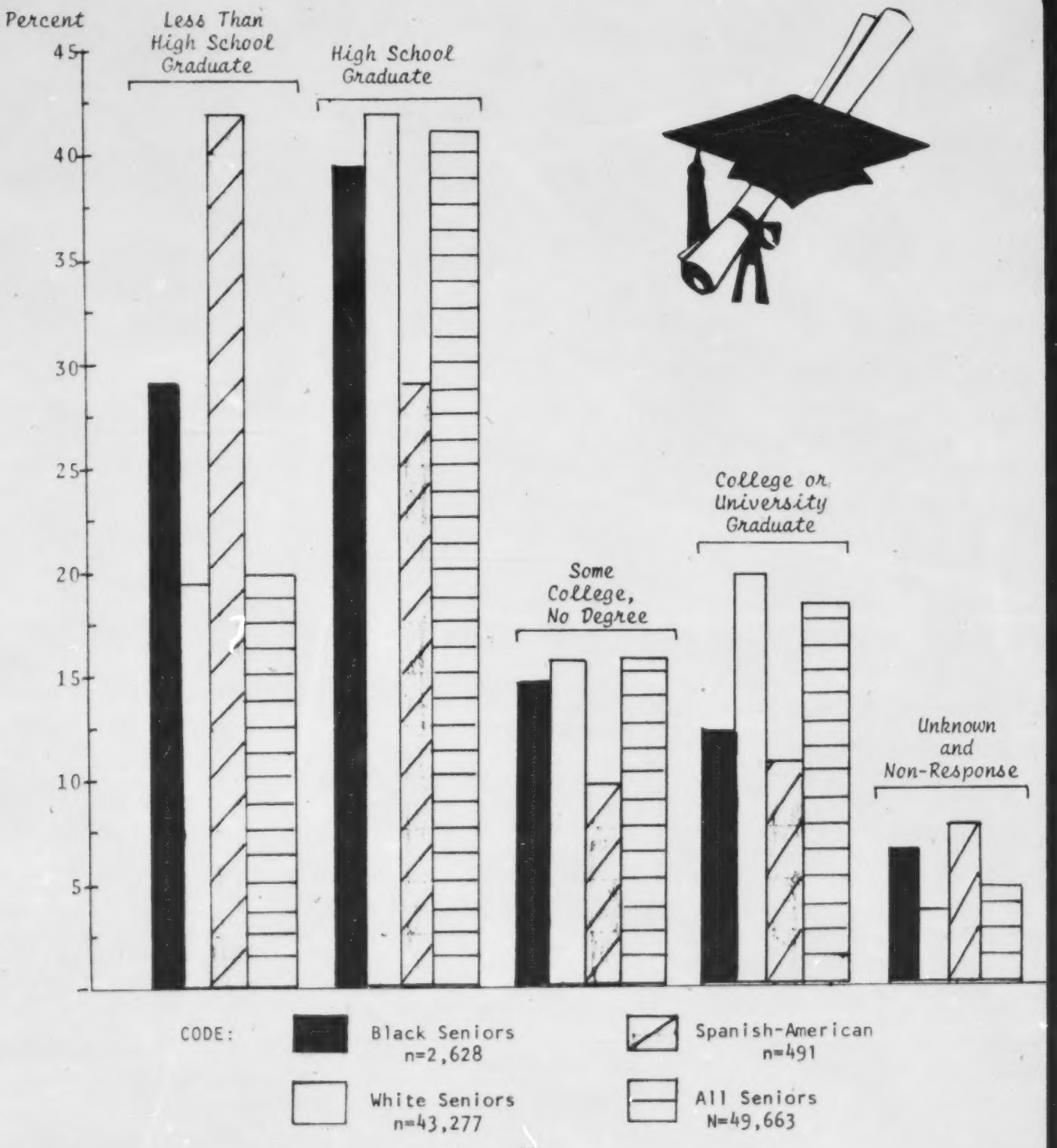
TABLE 20

CHARACTERISTICS OF HEAD OF HOUSEHOLD

HIGHEST LEVEL OF EDUCATION ATTAINED

(Percent Distribution by Race)

The highest level of education of the head of my household is:



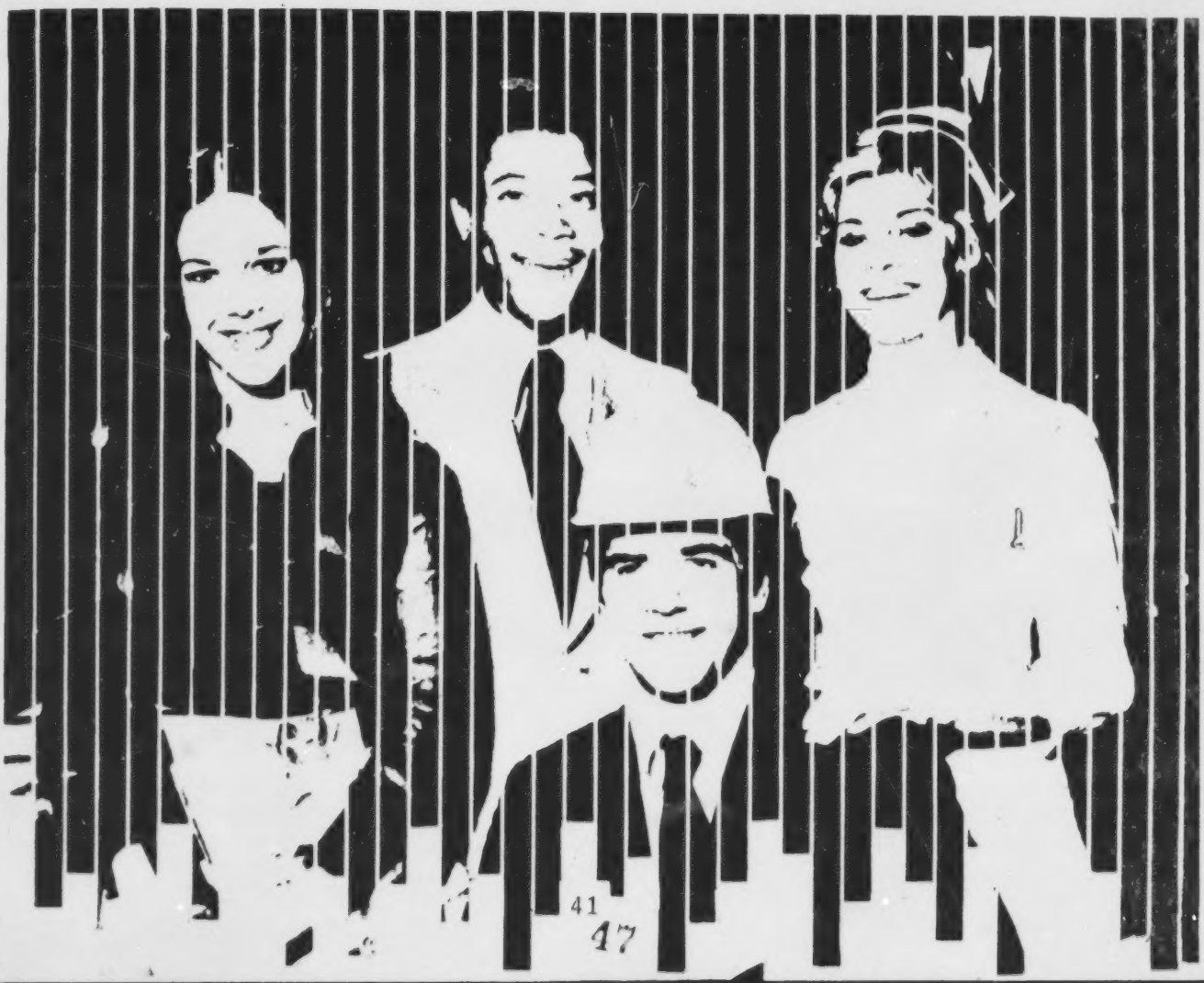
Part II

COMPARISONS OF THE CHARACTERISTICS AND PLANS OF INDIANA HIGH SCHOOL SENIORS BY TYPE PROGRAM ENROLLED IN

COLLEGE PREPARATORY

BUSINESS EDUCATION

VOCATIONAL EDUCATION



Part II

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See Appendix B for Characteristics of Heads of Households' Occupation (By Type Program)

See Appendix C for Seniors' Career or Occupational Choice (By Type Program Enrolled In)

HIGHLIGHTS OF COMPARISONS BY TYPE PROGRAM OF THE CHARACTERISTICS OF HIGH SCHOOL SENIORS*

See Table 21 on facing page for details; continued on pages 48 & 49.

Note: Related HIGHLIGHTS and TABLES are depicted by matching symbols.

SEX DISTRIBUTION

Of the 49,663 questionnaires returned by All seniors there were slightly more males than females (+.5%). However, the distribution by sex varies significantly between programs. Specifically:

Vocational Education programs were made up of more than 75% Males.

Business Education programs were made up of about 75% Females.

College Prep programs were about evenly divided.

RACE DISTRIBUTION

The distribution of All respondents in the survey by race is quite comparable to the estimated high school population distribution in Indiana. Slightly more than 87% reported they were Caucasian (White), 5.3% reported they were Black (Black population is about 7% of the total population in Indiana) 1% were Spanish-American and 1.3% were "Other." 5.2% opted not to answer this question. Interestingly, there was a reported Lilliputian and a Martian who participated!

There were slightly higher proportions of Black students and Spanish-American students enrolled in Business Education and Vocational Education programs than White students; and there were proportionately more White students in College Prep type programs. More students enrolled in Vocational and Business Education programs did not identify their race.

MAJOR AREA OF STUDY

More than one third of All seniors reported their course concentration was "College Preparatory" (35.2%), (this percentage has been decreasing slowly over the past ten years). The next largest groups were "Business Education" at 19.4% and "General Education" at 18.7%. Current enrollment in Vocational Education was reported as 14%, (this percentage has been increasing slowly over the past decade).

*Note: Although seniors identified five (5) types of programs, i.e. College Prep., Business, Vocational, General Education and Other, this report breaks out only the first three types and also presents the distribution of All seniors in the class of '75.

TABLE 21

CHARACTERISTICS OF HIGH SCHOOL SENIORS

Characteristic	Type of Program: College Prep n=17,464 Percent	Business Educ n=9,619 Percent	Vocational n=6,935 Percent	Responses of ALL Seniors 1/ N=49,663 Number	Percent
SEX DISTRIBUTION *I am:*					
Male	50.4%	24.8%	77.3%	24,969	50.3%
Female	49.2%	74.5%	21.4%	24,247	48.8%
Non-Response	.4%	.7%	1.2%	447	.9%
Totals	100.0%	100.0%	100.0%	49,663*	100.0%
RACE DISTRIBUTION *I am:*					
Black	4.1%	6.1%	5.4%	2,628	5.3%
Caucasian (White)	90.6%	87.3%	85.7%	43,313	87.2%
Spanish-American	.7%	1.1%	1.2%	491	1.0%
Other	1.2%	.9%	1.3%	629	1.3%
Non-Response	3.4%	4.6%	6.4%	2,602	5.2%
Totals	100.0%	100.0%	100.0%	49,663	100.0%
MAJOR AREA OF STUDY *My major area of study (course concentration) is:*					
College Preparatory	100.0%	——	——	17,464	35.2%
Business Education	——	100.0%	——	9,619	19.4%
Vocational Education	——	——	100.0%	6,935	14.0%
General Education	——	——	——	9,281	18.7%
Other	——	——	——	4,087	8.2%
Non-Response	——	——	——	2,277	4.6%
Totals	100.0%	100.0%	100.0%	49,663	100.0%

*Actual responses of ALL seniors multiplied by 1.6643 coefficient of expansion can be used to expand to the grand total for the State of 82,654 seniors.

1/ Although seniors identified five (5) types of programs, i.e. College Prep., Business, Vocational, General Education and Other, this report breaks out only the first three types and also presents the distribution of All seniors in the class of '75.

HIGHLIGHTS OF COMPARISONS BY TYPE PROGRAM
THE CHARACTERISTICS OF HIGH SCHOOL SENIORS (CONTINUED)

See Table 22 (continued) on facing page for details

☐ GRADE AVERAGE

Grade averages ($\bar{x}$) reported by All seniors represent a Bell curve skewed to the high side. The largest group of seniors (43%) reported they were B $\bar{x}$, this was followed by nearly 38% who were C $\bar{x}$, 11.4% at A $\bar{x}$, and 2.4% at D. There were 3.5% who said they didn't know what their grade average was and nearly 2% did not respond. There has been a slow but steady inflation (toward higher grades) reported over the past few years.

There were significant differences in grade averages for students in different types of programs. Specifically,

College Prep type students reported the highest grades--25% were A $\bar{x}$ and nearly 56% were B, (< 17% were C $\bar{x}$).

Vocational program students reported the lowest grades--3% were A $\bar{x}$ and < 33% were B, (nearly 55% were C $\bar{x}$).

Business program students were in between; e.g. 6.2% were A $\bar{x}$, nearly 48% were B and 40% were C.

▲ SIZE OF HOME COMMUNITY

Nearly 17% of All seniors reported the population of their home town or residence to be less than 1,000. The largest group of seniors (26.4%) reported the size of their home community to be between 5,000 and 25,000. Nearly 23% reported the size of their home community was 50,000 or more.*

Comparisons by type program in general show:

The smaller the home town or city of the student, the higher the likelihood (proportionate to all other seniors) that he or she was enrolled in a Vocational type program.

The larger the home town or city, the higher the likelihood (proportionately) that the student is enrolled in a College Prep. type program.

Business program students were between these two other groups.

Note: In both of the above questions, proportionately fewer students enrolled in College Prep. type programs did not identify or did not know their grade average or the size of their home town or city.

*The failure of the Indianapolis Public School Corporation (IPSC) to participate lowered the representation in the > 50,000 group. (Representatives of IPSC believed the survey might fall under the provisions of the Family Privacy Act...which it does not.)

TABLE 22 CONTINUED

CHARACTERISTICS OF HIGH SCHOOL SENIORS (CONTINUED)

Characteristic	Type of Program: College Prep n=17,464 Percent	Business Educ n=9,619 Percent	Vocational n=6,935 Percent	Responses of ALL Seniors N=49,663 Number	Percent
GRADE AVERAGE *My high school grade average is closest to:*					
A	25.0%	6.2%	2.6%	5,637	11.4%
B	55.7%	47.7%	32.2%	21,357	43.0%
C	16.6%	40.1%	54.7%	18,820	37.9%
D	.2%	1.2%	3.8%	1,190	2.4%
Unknown	1.2%	3.1%	4.9%	1,728	3.5%
Non-Response	1.3%	1.7%	1.8%	931	1.9%
Totals	100.0%	100.0%	100.0%	49,663	100.0%
SIZE OF HOME COMMUNITY *The population of the town, city, or other place in which I live is:*					
Rural - less than 1000	13.6%	16.8%	21.8%	8,267	16.6%
Between 1000 and 5000	13.3%	16.1%	16.6%	7,471	15.0%
Between 5000 and 25,000	27.8%	26.9%	26.0%	13,101	26.4%
Between 25,000 and 50,000	13.7%	11.3%	11.4%	6,157	12.4%
50,000 or higher	28.1%	21.5%	17.1%	11,375	22.9%
Unknown	1.8%	4.9%	5.0%	2,186	4.4%
Non-Response	1.7%	2.5%	2.1%	1,106	2.2%
Totals	100.0%	100.0%	100.0%	49,663	100.0%

HIGHLIGHTS OF THE CHARACTERISTICS OF SENIOR'S HEAD OF HOUSEHOLD

See Table 23 on facing page for details

HEAD OF HOUSEHOLD RELATIONSHIP

Fathers were reported as the head of household by 84% of All seniors (this percentage has been decreasing slowly over the past ten years). Nearly 11% reported Mother as head of household and 5% said Other or did not respond (these latter groups have been increasing over the past decade).

A comparison of these groups by type program shows some interesting differences--which include:

College Prep. students' heads of household were more likely to be Father--followed by Vocational, then Business Educ. program students.*

Proportionately more students in Business programs reported Mother and Other as heads of their households.

*Note: Previous studies have shown seniors whose head of household is Father, are the most likely to plan to continue their education after graduation from high school.

EDUCATIONAL LEVEL OF HEAD OF HOUSEHOLD

The largest single group for highest educational level attained by head of household reported by All seniors was High school graduate, > 42%; the next largest group was Less than high school graduate reported by nearly 20% of the seniors. More than 18% of the heads were reported to be college graduates. (In the series of surveys conducted to date, the educational levels were higher in each subsequent survey.)

A comparison of educational level of head of household, by type program, again reveals some significant differences: i.e.

The educational levels of the heads of household of seniors in College Prep. type programs are much higher than the other groups.

The educational levels of heads of households of seniors in Business Educ. and Vocational type programs are quite comparable (but lower than College Prep. seniors).

Seniors enrolled in Business Educ. and Vocational programs were more likely to report that the educational level of their head of household was Unknown--or to not answer this question (as more College Prep. students).

TABLE 23

CHARACTERISTICS OF HEADS OF HOUSEHOLDS

Relationship and Educational Level

Characteristic	Type of Program: College Prep n=17,464 Percent	Business Educ n=9,619 Percent	Vocational n=6,935 Percent	Responses of ALL Seniors N=49,663 Number	Percent
HEAD OF HOUSEHOLD *The head of my household is:*					
Father	88.4%	82.4%	84.3%	41,748	84.0%
Mother	8.7%	12.2%	11.1%	5,430	10.9%
Other	1.9%	4.6%	3.6%	1,893	3.8%
Non-Response	1.0%	.8%	1.0%	592	1.2%
Totals	100.0%	100.0%	100.0%	49,663	100.0%
EDUCATIONAL LEVEL, HOUSEHOLD HEAD *The highest level of education attained by the head of my household is:*					
Less than high school grad	10.8%	25.1%	24.1%	9,834	19.8%
High school graduate	36.1%	46.7%	48.2%	20,971	42.2%
Some college, but no degree	19.2%	13.9%	13.0%	7,609	15.3%
College or university grad	31.7%	10.7%	9.6%	9,171	18.5%
Unknown	1.7%	3.0%	4.2%	1,645	3.3%
Non-Response	.5%	.6%	.9%	433	.9%
Totals	100.0%	100.0%	100.0%	49,663	100.0%

HIGHLIGHTS OF THE CHARACTERISTICS OF HIGH SCHOOL SENIORS

OCCUPATION OF HEAD OF HOUSEHOLD

(See Table 24 on facing page for details. Complete listing of occupations is presented as Appendix B, beginning on page 101.)

An examination of these data reveals that the most frequently identified occupations of head of household were Assembly or Production Worker in a Factory, Foreman or Supervisor of Workers, and Farmer. However, a much smaller percentage of seniors in the College Prep programs identified these occupations.

For convenience, selected occupations are arranged in rank order--beginning with students in College Prep type programs.

SELECTED OCCUPATIONS OF HEADS OF HOUSEHOLD
PERCENTAGE AND RANK ORDER COMPARISONS
BY TYPE PROGRAM

Occupation	College Prep		Business Educ		Vocational	
	%	Rank	%	Rank	%	Rank
Assembly or Production Worker in a Factory	8.8	1st	16.6	1st	15.8	1st
Foreman or Supervisor of Workers	5.1	2nd	5.9	2nd	5.3	3rd
Farmer; General, Speciality Crop, Dairy or Fruit	4.6	3rd	5.1	3rd	7.8	2nd
Salesman, Manufacturers' Products	2.9	4th	1.7	8th	1.2	12th
Manager, Other, Not listed	2.7	5th	2.2	6th	1.3	10th
Driver, Truck or Routeman	2.2	6th	4.1	4th	4.1	4th
Manager or Supervisor, Industrial	2.1	7th	1.2	15th	1.1	13th
Manager, Retail or Wholesale Operations	2.1	8th	1.4	12th	.9	14th
Accountant or Auditor	2.0	9th	1.3	13th	.8	17th
Doctor (Medical Practitioner)	1.7	10th	.1	18th	.1	18th
Salesman or Sales Workers (Miscellaneous)	1.7	11th	1.7	9th	.9	15th
Electrician	1.4	12th	1.6	11th	1.6	8th
Carpenter	1.3	13th	1.9	7th	2.3	6th
Construction Machinery Operator	1.2	14th	2.4	5th	2.7	5th
Machinist or Machine Shop Related Occupation	1.2	15th	1.3	14th	1.9	7th
Secretary or Stenographer	1.1	16th	1.1	16th	.9	16th
Automobile Mechanic or Repairman	.8	17th	1.6	10th	1.6	9th
Welder or Flamecutter	.5	18th	.9	17th	1.2	11th

Among some of the comparative highlights which are evident--

1. Seniors in Business Education and Vocational programs were nearly twice as likely to report their head of household was an Assembly or Production Worker in a Factory--than were College Prep. type seniors.
2. These same groups--Business and Vocational--were more likely to identify their heads of household as Farmer, Driver (truck or routeman), Carpenter, Electrician, Construction Machine Operator, Machinist, Auto Repairman or Welder.
3. Proportionately more College Prep students identified their heads of household as Managers, Manufacturing Products Salespersons, Accountants or Auditors or Doctors (medical practitioner).

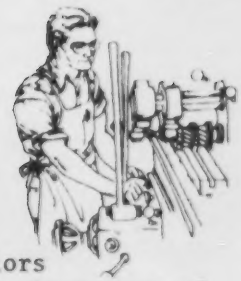


TABLE 24

CHARACTERISTICS OF HEAD OF HOUSEHOLD
SELECTED OCCUPATIONS*

Percentage Distribution--Arranged by Rank Order of All Seniors

Occupation	Type of Program: College Prep n=17,464 Percent	Business Educ n=9,619 Percent	Vocational n=6,935 Percent	Responses of All Seniors N=49,663: Number	Percent
Assembly or Production Worker in a Factory	8.8%	16.6%	15.8%	6,762	13.6%
Foreman or Supervisor of Workers	5.1%	5.9%	5.3%	2,593	5.2%
Farmer; General, Speciality Crop, Dairy or Fruit	4.6%	5.1%	7.8%	2,528	5.1%
Driver, Truck or Routeman	2.2%	4.1%	4.1%	1,654	3.3%
Manager, Other, Not listed	2.7%	2.2%	1.3%	1,054	2.1%
Construction Machinery Operator	1.2%	2.4%	2.7%	1,036	2.1%
Salesman, Manufacturers' Products	2.9%	1.7%	1.2%	995	2.0%
Carpenter	1.3%	1.9%	2.3%	850	1.7%
Manager or Supervisor, Industrial	2.1%	1.2%	1.1%	745	1.5%
Electrician	1.4%	1.6%	1.6%	724	1.5%
Mechanical Engineer	1.7%	1.4%	1.5%	718	1.4%
Manager, Retail or Wholesale Operations	2.1%	1.4%	.9%	718	1.4%
Machinist or Machine Shop Related Occupation	1.2%	1.3%	1.9%	697	1.4%
Salesman or Sales Workers (Miscellaneous)	1.7%	1.7%	.9%	694	1.4%
Accountant or Auditor	2.0%	1.3%	.8%	684	1.4%
Automobile Mechanic or Repairman	.8%	1.6%	1.6%	620	1.2%
Clerks (incl. File, General, Sales, Post Office or Special Clerks; does not include Cashiers who handle customer payments)	1.3%	1.3%	1.1%	608	1.2%
Housewife	.8%	1.3%	1.2%	567	1.1%
Electrical Engineer	1.6%	.8%	.8%	546	1.1%
Machinery Maintenanceman or Millwright	1.0%	1.3%	1.4%	545	1.1%
Secretary or Stenographer	1.1%	1.1%	.9%	518	1.0%
Tool or Die Maker	1.0%	1.1%	1.2%	508	1.0%
Salesman, Insurance	1.5%	.7%	.6%	494	1.0%
Police or Security Officer	.9%	.9%	.9%	476	1.0%
Industrial Engineer	1.1%	.6%	.9%	433	.9%
Welder or Flamecutter	.5%	.9%	1.2%	417	.8%
Manager, Office	1.3%	.7%	.5%	414	.8%
Clergyman	1.3%	.6%	.4%	405	.8%
Doctors (Medical Practitioners)	1.7%	.1%	.1%	383	.8%

*See Appendix B on page 101 for more complete listing.

HIGHLIGHTS OF THE COMPARISONS BY TYPE PROGRAM OF HIGH SCHOOL SENIORS' PLANS AFTER GRADUATION

See Table 25 on facing page for details

☆ SENIORS' CHOSEN PLAN

Nearly 31% of All seniors planned to continue their education full time, more than 13% planned to go to school part time. However, the largest group of All seniors (33.4%) planned to work full time within six months after graduation (i.e. 18.9% planned to work full time, no further education planned at this time plus 14.5% who planned to work full time first, then further education later). Another 7% said they didn't know their plans.

Noteworthy in the comparative program data, are the facts that:

- Nearly 77% of the seniors in College Prep. type programs planned to continue their education full time (64.3%) or part time (12.5%). Only about 30% of the Business Educ. students and 26% of the Vocational program students planned to continue their education full or part time.
- A much higher proportion (> 28%) of the students in Business Educ. and Vocational programs planned to work full time with no further education planned at this time--as compared with about 2% of the College Prep. students.
- However, a higher proportion of seniors in Business and Vocational type programs planned to work at a full-time job first and then further their education (17.3% and 19.7% respectively), as compared with 10% of the College Prep. seniors with such plans.
- Business and Vocational program students were more likely (than were College Prep. students) to: 1. go to school part time and work part time, 2. go into military service, 3. get married immediately after graduation from high school, 4. not know what their plans were, and 5. not respond to the question.

★ DEFINITIVENESS OF PLANS

Many high school seniors (while still in school) were quite flexible in their planning; nearly 45% said their plans were "Almost definite". Nearly 33% said their plans were "Indefinite" and 1% did not respond, thus, more than one third of the seniors were still very doubtful. Fewer than 22% of All seniors were "Quite definite" in their plans.

- Students in Business Educ. programs were less definite in their plans than were College Prep or Vocational program students.

TABLE 25

SENIORS' PLANS AFTER GRADUATION

Response	Type of Program: College Prep n=17,464 Percent	Business Educ n=9,619 Percent	Vocational n=6,935 Percent	Responses of ALL Seniors N=49,663 Number	Percent
☆ SENIOR'S CHOSEN PLAN *Within six months after I graduate, I plan to:*					
Work at a full-time job, no further education planned at this time	2.2%	28.1%	28.6%	9,401	18.9%
Work at a full-time job first then further my education	10.0%	17.3%	19.7%	7,189	14.5%
Continue my education full time	64.3%	15.3%	8.0%	15,214	30.6%
Go to school part time, work part time	12.5%	14.8%	17.8%	6,596	13.3%
Go into military service	1.8%	2.8%	6.5%	2,158	4.3%
Get married, no further education planned at this time	.5%	5.6%	2.6%	1,684	3.4%
Get married first, then further my education	1.1%	3.0%	2.0%	1,008	2.0%
I don't know	3.9%	7.6%	7.4%	3,478	7.0%
Other	2.4%	3.5%	4.2%	1,725	3.5%
Non-Response	1.3%	2.0%	3.2%	1,210	2.4%
Totals	100.0%	100.0%	100.0%	49,663	100.0%
★ DEFINITIVENESS OF PLANS *My present occupation or career choice and educational plans are:*					
Quite definite	25.8%	19.1%	24.8%	10,795	21.7%
Almost definite	47.2%	46.0%	47.5%	22,086	44.5%
Indefinite	26.4%	34.0%	26.9%	16,258	32.7%
Non-Response	.5%	.8%	.7%	488	1.0%
Item Rejects*	.1%	.1%	.1%	36	.1%
Totals	100.0%	100.0%	100.0%	49,663	100.0%

*e.g. More than one choice indicated.

HIGHLIGHTS OF SENIORS' MAIN OCCUPATIONAL OR CAREER FIELD CHOICE

Among the major objectives of this project are: (1) to assist high school seniors in deciding on an appropriate occupational or career field choice, and then (2) to help them make sound related educational and/or employment plans. Accordingly, a list of about 400 occupations was provided to each senior for use while completing the questionnaire.

Occupations were arranged into "career clusters" for convenience. Seniors kept this occupational list as well as other lists of colleges and universities and various training programs for future reference.

The most popular occupational choices are shown on the facing page in Table 26. For a more complete listing of all occupations, please refer to Appendix C , beginning on page 107.

An examination of the data reveals that the ten MOST POPULAR choices of All Seniors in the class of '75 were:

1. Secretary or Stenographer
2. Secondary School Teachers
3. Engineers
4. Accountant or Auditor
5. Technicians (Technical Type)
6. Technicians & Assistants (Medical)
7. Registered Nurse (R.N.)
8. Automobile Mechanic or Repairman
9. Housewife
10. Farmer; General, Speciality Crop, Dairy or Fruit

However, the rank order of seniors enrolled in the various types of programs is different as shown below:

Ten most popular occupational choices of COLLEGE PREP SENIORS

1. Engineers (All types)
2. Secondary School Teachers
3. Registered Nurses (R.N.)
4. Accountant or Auditor
5. Lawyer or Judge
6. Technicians & Assistants (Medical)
7. Elementary (grade school) Teachers
8. Physician (Specialized Practice)
9. Teacher; Physical Education & Coaching
*10. Author, Journalist or Reporter
*11. Technicians (Technical Types)

*same number of responses

Ten most popular occupational choices of BUSINESS EDUC. SENIORS

1. Secretary or Stenographer
2. Accountant or Auditor
3. Technicians & Assistants (Medical)
4. Housewife
5. Bookkeeper
6. Cashier, Retail Store & Banks
7. Clerks (incl. File, General, Sales, Post office or Special Clerks)
8. Secondary School Teachers
9. Computer Keypunch or Data Typist
10. Airline Host(ess) or Steward(ess)

The ten most popular occupational choices of VOCATIONAL EDUC. SENIORS were:

1. Automobile Mechanic or Repairman
2. Technicians (Technical Types)
3. Farmer; General, Speciality Crop, Dairy or Fruit
4. Engineers
5. Welder & Flamecutter
6. Electrical or Electronics Technician (incl. Electrical Engineering Technician)
7. Carpenter
8. Diesel Mechanic
9. Construction Machinery Operator
*10. Technicians (Technical Types)
*11. Beautician, Beauty Operator or Cosmetologist

*same number of responses

TABLE 26

SENIORS' MAIN OCCUPATIONAL OR CAREER CHOICE

--MOST POPULAR OCCUPATIONS--BY TYPE PROGRAM

See Appendix C for details.

Occupation	Type of Program: College Prep n=17,464 Percent	Business Educ n=9,619 Percent	Vocational n=6,935 Percent	Responses of ALL Seniors N=49,663: Number	Percent
Secretary or Stenographer	.9%	27.4%	1.1%	3,134	6.3%
Secondary School Teachers	7.7%	2.0%	1.1%	2,218	4.8%
Engineers	7.8%	.8%	4.6%	2,165	4.3%
Accountant or Auditor	4.4%	9.2%	.5%	1,860	3.7%
Technicians (Technical Types)	2.2%	.7%	7.0%	1,875	3.7%
Technicians & Assistants (Medical)	3.2%	3.2%	2.2%	1,580	3.2%
Registered Nurse (R.N.)	5.8%	.7%	1.3%	1,430	3.0%
Automobile Mechanic or Repairman	.3%	.5%	10.5%	1,335	2.7%
Housewife	.4%	3.2%	.8%	1,076	2.2%
Farmer; Gen., Speciality Crop,Dairy or Fruit	1.0%	.4%	5.6%	995	2.0%
Assembly or Factory Worker	.3%	1.5%	2.0%	926	1.9%
Lawyer or Judge	4.3%	.6%	.1%	906	1.8%
Police or Security Officers	1.5%	1.2%	1.2%	838	1.7%
Elementary (grade school) Teachers	2.8%	.3%	.2%	663	1.4%
Teacher; Physical Educ. or Coaching	2.3%	.7%	.2%	692	1.4%
Beautician or Cosmetologist	.2%	1.8%	2.2%	670	1.3%
Social Worker	1.7%	.7%	.2%	585	1.2%
Author, Journalist or Reporter	2.2%	.4%	.2%	575	1.2%
Cashier, Retail Stores & Banks	.1%	2.5%	.6%	557	1.1%
Airline Host(ess) or Steward(ess)	.6%	1.9%	.4%	551	1.1%
Architect	1.7%	.2%	1.4%	516	1.0%
Construction Machinery Operator	.2%	.4%	2.3%	512	1.0%
Special Education Teachers	1.8%	.3%	.4%	489	1.0%
Licensed Practical Nurse (LPN)	.5%	.9%	1.7%	479	1.0%
Computer Programmer	1.1%	1.4%	.8%	477	1.0%
Musician (Not a Teacher)	1.2%	.2%	.4%	466	.9%
Driver; Truck or Routeman	.1%	.4%	2.0%	464	.9%
Forester	1.3%	.1%	.7%	456	.9%
Psychologist (Not a Teacher)	2.0%	.1%	.1%	453	.9%
Clerks	.2%	2.5%	.4%	450	.9%
Physician, Specialized Practice	2.4%	0	0	449	.9%
Electrical or Electronics Technician	.7%	.2%	2.5%	416	.8%
Dental Assistant	.5%	1.2%	.8%	389	.8%
Manager, Retail or Wholesale Operations	.6%	1.7%	.3%	372	.7%
Veterinarian	1.6%	.2%	.1%	367	.7%
Physical Therapist	1.3%	.3%	.3%	366	.7%
Carpenter	.1%	.3%	2.5%	365	.7%
Physician,General Practice	1.9%	0	.1%	354	.7%
Bookkeeper	.2%	2.7%	.1%	353	.7%
Draftsman	.4%	.2%	2.1%	339	.7%
Welder and Flamecutter	.1%	.1%	2.8%	335	.7%
Pharmacist	1.6%	.1%	.1%	332	.7%
Computer Keypunch or Data Typist	.1%	1.9%	.7%	316	.6%
Diesel Mechanic	.1%	.1%	2.4%	294	.6%
Medical Lab. Technician or Assistant	1.1%	.2%	.4%	282	.6%
Electrician	.2%	.1%	1.4%	231	.5%
Machinist or Machine Shop Rel. Occupation	.1%	.1%	2.0%	224	.5%
Dentist	1.1%	.1%	0	217	.4%
Carpenter Apprentice	.1%	.1%	1.6%	207	.4%
Metal Working Apprentice	.1%	.1%	1.6%	175	.4%
Electrician Apprentice	.1%	.1%	1.3%	174	.4%
Tool or Die Maker	.1%	.1%	1.5%	172	.3%
Electronics Repairman, Radio or TV	.1%	.2%	1.0%	170	.3%
Printer. Pressman or Rel. Occupation	.1%	.1%	1.2%	151	.3%

HIGHLIGHTS OF WHEN INTEREST WAS FIRST NOTED, AND WHEN DECISION WAS MADE ON CHOSEN CAREER FIELD OR OCCUPATION

See Table 27 on facing page for data

◇ WHEN INTEREST IN CHOSEN OCCUPATION OR CAREER FIELD WAS FIRST NOTED

More than 10% of All seniors noted an interest in a specific occupation or career while they were still in the elementary grades, and another 15% did so while in junior high school. Nearly one third said they noted an occupational interest during their freshman and sophomore years in high school. Generally speaking about 60% of the seniors reported they had their first interest in a given occupation or career before they were juniors in high school. Fewer than 2.5% of the seniors did not answer this question.

An analysis of the program comparative data reveals that:

Students in Vocational programs reported they noticed their first interest in their chosen career field or occupation before (in earlier grades). College Prep. or Business program students did report the later interest.

Significantly fewer Business program students reported any first interest in their chosen career field during their elementary and junior high grades.

○ WHEN DECISION WAS MADE ON CHOSEN OCCUPATION OR CAREER FIELD

Nearly 46% of All seniors reported they made their occupational decision during their senior year, and an additional 26% had done so while they were juniors. Relatively few (< 2%) seniors recalled they "decided" on an occupation or career in elementary grades--or while in junior high (< 4%). Nearly 6% did not answer this question. This matches the 6% who did not answer the next question--which identified the most important reason for choosing a particular career.

Undoubtedly, among the most important finding in examining the comparative program data is the fact that a greater proportion of students in Vocational programs report they decided on their chosen occupation or career field in earlier grades than did seniors in the other groups. This is consistent with their earlier interest as reported above.

Proportionately more students in Business Education programs delayed making their decision until their senior year in high school.

Note: There is growing evidence from studies over the past ten years, that many young people are becoming more occupation or career conscious over the recent past few years. Trends are developing which indicate that:

1. Proportionately more students are reporting they noted their first interest earlier in a given occupation or career,
2. Fewer seniors reported they had waited until their senior year, and
3. More seniors respond to (answer) these questions when asked.

TABLE 27

CHOOSING A CAREER OR OCCUPATION

Time of First Interest and Decision

Response	Type of Program: College Prep n=17,464 Percent	Business Educ n=9,619 Percent	Vocational n=6,935 Percent	Responses of ALL Seniors N=49,663 Number	Percent
WHEN FIRST INTEREST IN CHOSEN CAREER WAS NOTED *I had my first interest in my chosen career or occuaption while in:*					
Elementary grades (1-6)	12.8%	4.7%	10.6%	5,019	10.1%
Junior high grades (7-8)	16.7%	12.2%	17.3%	7,522	15.1%
High school freshman	13.9%	18.1%	15.0%	7,218	14.5%
High school sophomore	16.3%	20.9%	19.5%	8,635	17.4%
High school junior	25.9%	29.0%	24.2%	12,926	26.0%
High school senior	12.3%	13.6%	11.9%	7,128	14.4%
Non-Response	2.1%	1.5%	1.5%	1,215	2.4%
Totals	100.0%	100.0%	100.0%	49,663	100.0%
WHEN DECISION ON CHOSEN CAREER WAS MADE *I decided on my chosen occupation or career in:*					
Elementary grades (1-6)	1.8%	.9%	2.0%	855	1.7%
Junior high grades (7-8)	3.9%	2.5%	4.7%	1,874	3.8%
High school freshman	6.2%	7.4%	7.6%	3,263	6.6%
High school sophomore	9.2%	10.4%	13.3%	4,967	10.0%
High school junior	26.5%	27.5%	29.4%	12,997	26.2%
High school senior	46.9%	47.0%	39.2%	22,784	45.9%
Non-Response	5.5%	4.3%	3.8%	2,923	5.9%
Totals	100.0%	100.0%	100.0%	49,663	100.0%

HIGHLIGHTS OF REASONS FOR CHOOSING A PARTICULAR OCCUPATION OR CAREER

See Table 28 on facing page for data

MOST IMPORTANT REASONS FOR CHOOSING A PARTICULAR OCCUPATION OR CAREER

The most important reason for choosing a given occupation, selected by nearly 40% of All seniors, was "Activities on the job." This was followed by "Money" by 16% of the seniors, "Kinds of people I'll work with" by nearly 14%, and "Serving society" by nearly 9.5%. Relatively few seniors reported that their friends or parents' opinion of the job--or working indoors were important reasons for their choice.

However, when the data are examined for each type program--there are significant differences in both percentage distributions and even in rank order as presented below:

PERCENTAGE AND RANK ORDER DIFFERENCES, BY TYPE PROGRAM, IN REASONS FOR CHOOSING A PARTICULAR OCCUPATION

Most Important Reason	College Prep		Business Educ		Vocational		All Seniors	
	%	Rank	%	Rank	%	Rank	%	Rank
Activities on the job	44.1	1	42.4	1	39.7	1	39.6	1
Money	11.4	4	17.8	2	20.6	2	16.1	2
People I'll work with	13.7	3	16.5	3	8.9	4	13.9	3
Serving Society	15.4	2	5.1	5	5.1	5	9.5	4
Like to work outdoors	4.5	5	2.3	6	10.6	3	6.4	5
Status or prestige of job	3.5	6	5.2	4	3.7	6	3.8	6

2ND MOST IMPORTANT REASON

When identifying the second most important reason for choosing a given occupation, the most popular choice of All seniors is "Money" followed by "Kinds of people I'll work with," then "Activities on the job." A convenient comparison of the percentage differences by type program again show some interesting variations--as shown below:

PERCENTAGE DIFFERENCES IN REASONS FOR CHOOSING A PARTICULAR OCCUPATION

Second Most Important Reason	College Prep		Business Educ		Vocational		All Seniors	
	%	Rank	%	Rank	%	Rank	%	Rank
Money	26.7	1	30.8	1	33.7	1	28.1	1
People I'll work with	18.3	2	19.3	2	12.6	3	17.1	2
Activities on the job	17.7	3	15.1	3	16.0	2	16.4	3
Serving society	12.6	4	5.8	5	5.8	6	8.9	4
Status or prestige of job	8.2	5	7.9	4	6.1	5	7.1	5
Like to work outdoors	3.7	6	2.3	6	8.0	4	4.8	6

******

Among the generalizations that can be made between programs from the above data are: (1) Activities on the job seem to be most important to College Prep students--but is a popular choice for all seniors. (2) Money is more important as a reason for choosing an occupation for proportionately more seniors in Vocational & Business Educ. programs than for College Prep. seniors. (3) Serving society is chosen by significantly more seniors in College Prep type programs over the others. (4) Vocational program seniors said they liked to work outdoors in greater proportions which was the least ranking choice for Business Educ. seniors. (5) Business Educ. seniors seemed to be slightly more impressed with status or prestige of job.

TABLE 28

CHOOSING A CAREER OR OCCUPATION

Reason	Type of Program: College Prep n=17,464 Percent	Business Educ n=9,619 Percent	Vocational n=6,935 Percent	Responses of ALL Seniors N=49,663 Number	Percent
MOST IMPORTANT REASONS FOR CHOOSING PARTICULAR CAREER *The two most important reasons for my chosen occupation or career are:*					
1st Most Important:					
Activities on the job	44.1%	42.4%	39.7%	19,654	39.6%
Friends' opinion of job	.8%	1.6%	1.4%	605	1.2%
Kinds of people I'll work with	13.7%	16.5%	8.9%	6,905	13.9%
Like to work indoors	.9%	2.1%	2.4%	912	1.8%
Like to work outdoors	4.5%	2.3%	10.6%	3,190	6.4%
Money	11.4%	17.8%	20.6%	8,006	16.1%
Parents' opinion of job	1.5%	1.9%	1.9%	855	1.7%
Status or prestige of job	3.5%	5.2%	3.7%	1,864	3.8%
Serving Society	15.4%	5.1%	5.1%	4,659	9.4%
Non-Response	4.2%	5.1%	5.7%	3,013	6.1%
Totals	100.0%	100.0%	100.0%	49,663	100.0%
2nd Most Important:					
Activities on the job	17.7%	15.1%	16.0%	8,148	16.4%
Friends' opinion of job	2.1%	3.2%	3.6%	1,509	3.0%
Kinds of people I'll work with	18.3%	19.3%	12.6%	8,512	17.1%
Like to work indoors	1.6%	4.3%	3.2%	1,500	3.0%
Like to work outdoors	3.7%	2.3%	8.0%	2,384	4.8%
Money	26.7%	30.8%	33.7%	13,979	28.1%
Parents' opinion of job	3.7%	5.0%	4.1%	2,107	4.2%
Status or prestige of job	8.2%	7.9%	6.1%	3,517	7.1%
Serving society	12.6%	5.8%	5.8%	4,416	8.9%
Non-Response	5.4%	6.3%	6.9%	3,591	7.2%
Totals	100.0%	100.0%	100.0%	49,663	100.0%

HIGHLIGHTS OF SOURCES OR PERSONS MOST HELPFUL TO HIGH SCHOOL SENIORS, IN MAKING THEIR CAREER CHOICE

See Table 29 on facing page for details

SOURCES OR PERSONS MOST HELPFUL IN MAKING CHOICE

1ST MOST HELPFUL★

Nearly 33 percent of All seniors reported that "Parents or other relatives" were most helpful to them in making their career choice. This was followed by a cluster of choices, each chosen by about 10% of the seniors, including "Friends," "Previous work experience," "High school courses," and "High school teachers."

Among the most significant differences between seniors in the various types of high school programs were:

1. "Previous work experience" was helpful to proportionately more students enrolled in Vocational programs.
2. "High school courses" were more helpful to many more seniors in the Business Education type programs--followed by College Prep., then Vocational.
3. It appears that "Printed materials" help proportionately more College Prep. seniors in making their choices than it did the others.
4. "School Programs," "Friends" and "High school teachers" were identified as helpful more frequently by Vocational and Business Education seniors than by those in College Prep. programs.

A convenient comparison follows of the rank orders of Most Helpful Source or Person.

FREQUENCY OF CHOICE, RANK ORDERED

Choice	College Prep	Business Educ	Vocational	All Seniors
Parents or other relatives	1st	1st	1st	1st
Friends	5th	4th	3rd	2nd
Previous work experience	4th	5th	2nd	3rd
High school courses	2nd	2nd	5th	4th
High school teachers	3rd	3rd	4th	5th
Printed materials	6th	8th	8th	6th
School guidance counselor	7th	7th	7th	7th
School programs	8th	6th	6th	8th
TV and radio	9th	9th	9th	9th
Career information systems	10th	10th	10th	10th

An examination of the above shows there is agreement that Parents or other relatives were the most helpful to all groups--and that TV and Radio, and Career Information Systems (e.g. micro-film, or computer) were least helpful. However, there are very important rank order differences in most of the other items.

▼▼ 2ND MOST HELPFUL

Although the percentages of All seniors selecting each choice were different, the rank orders of the 1st and 2nd most helpful sources or persons were the same.

Again, there were important differences between seniors in the programs listed--however, the variations essentially accentuated those reported above.

TABLE 29

CHOOSING A CAREER AREA OR OCCUPATION

Response	Type of Program: College Prep n=17,464 Percent	Business Educ n=9,619 Percent	Vocational n=6,935 Percent	Responses of ALL Seniors N=49,663 Number	Percent
SOURCES OR PERSONS MOST HELPFUL IN MAKING CHOICE					
1st Most Helpful:★					
Parents or other relatives	33.4%	31.2%	32.0%	16,314	32.8%
Friends	8.0%	9.5%	10.3%	5,218	10.5%
High school teachers	8.8%	9.8%	9.6%	4,116	8.3%
School guidance counselor	4.0%	3.8%	4.2%	1,841	3.7%
School programs	3.2%	4.4%	5.2%	1,729	3.5%
Printed materials	6.4%	3.4%	3.3%	2,314	4.7%
TV and radio	2.7%	1.2%	1.9%	1,155	2.3%
Previous work experience	8.1%	7.9%	13.2%	4,733	9.5%
High school courses	9.4%	17.5%	7.9%	4,654	9.4%
Career information system	1.2%	1.0%	.9%	515	1.0%
Other	9.4%	4.8%	4.9%	3,605	7.3%
Non-response and Discards*	5.4%	5.5%	6.[illegible]%	3,469	7.0%
Totals	100.0%	100.0%	100.0%	49,663	100.0%
▼▼ 2nd Most Helpful:					
Parents or other relatives	17.5%	18.1%	16.2%	8,510	17.1%
Friends	14.6%	15.1%	15.7%	8,205	16.5%
High school teachers	9.1%	10.1%	8.9%	4,146	8.3%
School guidance counselor	7.3%	6.8%	6.8%	3,230	6.5%
School programs	3.7%	4.4%	5.5%	1,940	3.9%
Printed materials	9.6%	6.7%	5.8%	3,897	7.8%
TV and radio	4.0%	2.5%	2.9%	1,805	3.6%
Previous work experience	8.7%	9.9%	13.8%	5,066	10.2%
High school courses	9.3%	13.2%	9.1%	4,496	9.1%
Career information system	2.3%	1.9%	2.0%	1,006	2.0%
Other	5.6%	3.3%	3.7%	2,327	4.7%
Non-response and Discards*	8.3%	8.0%	9.6%	5,035	10.1%
Totals	100.0%	100.0%	100.0%	49,663	100.0%

*Discarded if more than one choice was made.

HIGHLIGHTS OF SENIORS' HOPED FOR EMPLOYMENT LOCALE

See Table 30 on facing page for details

More than one third (> 35%) of All seniors reported No preference in their employment locale--while slightly fewer than one third (< 32%) preferred to work In my city or county; another fifth of All seniors said they would prefer to work Outside of Indiana.

However, there are significant differences when comparisons by program are made. Specifically,

1. Seniors in Business Education and Vocational programs are far more likely to want to work In my city or county (> 40%) as compared with College Prep. seniors, wherein fewer than 21% so indicated. Business Education and Vocational program students were also more likely to prefer to work Elsewhere in Indiana--than were College Prep. seniors.

2. College Prep. seniors were far more likely to indicate they either had No preference, or preferred to be employed Outside of Indiana.

TABLE 30

SENIORS' HOPED FOR EMPLOYMENT LOCALE

	Type of Program			Responses of ALL Seniors N=49,663	
	College Prep n=17,464 Percent	Business Educ n=9,619 Percent	Vocational n=6,935 Percent	Number	Percent
HOPED FOR EMPLOYMENT LOCALE *I hope to be employed:*					
In my city or county	20.5%	40.8%	40.3%	15,667	31.5%
Elsewhere in Indiana	9.9%	13.2%	11.7%	5,221	10.5%
Outside of Indiana	24.7%	15.4%	15.3%	10,008	20.2%
No preference	43.1%	29.0%	30.7%	17,620	35.5%
Non-response	1.8%	1.6%	2.0%	1,147	2.3%
Totals	100.0%	100.0%	100.0%	49,663	100.0%

HIGHLIGHTS OF SENIORS' CHOICES OF COLLEGES, UNIVERSITIES OR OTHER TRAINING PROGRAMS

See Tables 31A and 31B for Details

Nearly 46% of All seniors planned to attend some college or university within six months after graduation from high school. This includes about 31% who plan to attend full-time, 13.3% who plan to attend part-time with the remainder still in doubt. Another 10% planned to continue their training or education in a business or vocational school, apprenticeship program, or "other." More than 45% said they either did not plan any further training or education or planned to delay same for six months or longer.

The breakout of major categories is summarized below:

Type of Institution-- (Seniors Plan to Attend)	College Prep n=17,464	Business Educ n=9,619	Voca-tional n=6,935	All Seniors N=49,663
Indiana State Supported Coll. or Univ.				
Indiana University (all campuses)	20.5%	7.0%	2.6%	10.8%
Purdue University (all campuses)	19.3%	2.2%	2.8%	8.8%
Ball State University	8.2%	3.7%	1.2%	4.4%
Indiana State Univ. (both campuses)	5.3%	2.5%	1.0%	3.1%
Indiana Vocational Technical College	1.1%	2.7%	6.8%	2.5%
Vincennes University	1.5%	1.4%	1.6%	1.4%
(Indiana State Supported) Sub-Total 1	55.9%	19.5%	16.0%	31.0%
Private Coll. or Univ. in Indiana	14.3%	4.2%	2.0%	7.5%
Coll. or Univ. Out-of-State	13.8%	3.2%	1.7%	7.0%
(All Colls. & Univs.) Sub-Total 2	84.0%	26.9%	19.7%	45.5%
"Business School"	1.1%	9.0%	1.5%	2.9%
"Vocational School, Other"	1.6%	2.4%	12.7%	4.1%
Apprenticeship Program	.3%	.5%	3.1%	1.2%
"Other" Education or Training	1.9%	1.1%	1.5%	1.9%
(All Seniors Planning to Continue Their Education or Training Within 6 Months After Graduation) Sub-Total *3	88.9%	39.9%	38.5%	55.5%*
Balance of Class of '75--(Who...)				
Do not plan any further education	4.3%	39.5%	41.1%	29.0%
Plan to delay further education six months or longer (after graduation)	9.2%	21.8%	26.3%	18.5%**
GRAND TOTALS**	102.4%	101.2%	105.9%	103.0%**

*Cumulative

**Note: At least 3% of All seniors who planned to delay their education or training for six months or longer, also identified a school of their choice (which was not according to instructions), as a result they are included twice in the above count: Same occurances for program listings.

HIGHLIGHTS OF SENIORS' CHOICES OF COLLEGES, UNIVERSITIES OR OTHER TRAINING PROGRAMS SHOWING VARIABILITY ACCORDING TO TYPE OF HIGH SCHOOL PROGRAM

As might well be expected, there are significant differences in the choices of educational institutions or training programs of seniors in the various types of high school programs.

Among the significant differences are:

1. Nearly 90% of the seniors in College Prep. type programs identified a college, university or training institution they planned to attend after graduation.
   a. The majority of College Prep. students (54.8%) planned to attend a public supported college or university in Indiana (slightly more than 1% planned to attend Ivy Tech.); in general, a higher proportion of the students in College Prep. programs planned to go to the Main campuses--(whereas proportionately more of the Business Education and Vocational program seniors opted for the regional campuses). More than 14% planned to attend a private college or university in Indiana and nearly 14% planned to attend a university out-of-state. Fewer than 5% of these students did not plan any further education and fewer than 10% planned to delay further education for six months or longer.

2. Business Educ. program seniors reported much different choices: fewer than 20% planned to attend an Indiana public supported college or university--and nearly 3% of these planned to attend Ivy Tech. Fewer than 8% planned to attend a private or out-of-state college or university. However, 9% did plan to attend a Business school. Nearly 40% of the seniors did not plan any further education, and nearly 22% planned to delay further education for six months or longer after graduation.

3. The choices of seniors in Vocational programs were much more comparable to those in Business Education than those in College Prep. programs. (This finding is common throughout much of these analyses.) Specifically, only 16% planned to attend an Indiana public supported college or university--and nearly 7% chose Ivy Tech. (the largest proportion of all). Fewer than 4% planned to attend a private or out-of-state college or university. Nearly 13% of the seniors in Vocational programs planned to continue in some other vocational program and another 3% planned to go into an apprenticeship program. Quite comparable to the Business Education seniors, more than 40% did not plan any further education, and 26% planned to delay any further education for six months or longer after graduation.

Note: Tables on the following pages present more details for each college, university or training institution.

TABLE 31A
SENIORS' CHOICES OF COLLEGES AND UNIVERSITIES IN INDIANA

Part I Public Supported State Colleges and Universities
Part II Private Colleges and Universities (*Begins on page 70*)

College or University	Type of Program: College Prep n=17,464 Percent	Business Educ n=9,619 Percent	Vocational n=6,935 Percent	Responses of ALL Seniors N=49,663 Number	Percent
PART I PUBLIC SUPPORTED STATE COLLEGES AND UNIVERSITIES *I plan to attend the following public supported State college or university:*					
BALL STATE					
Muncie Campus	8.2%	3.7%	1.2%	2,201	4.4%
INDIANA STATE UNIVERSITY					
Terre Haute Campus	4.0%	1.6%	.7%	1,132	2.3%
Evansville Campus	1.0%	.7%	.2%	295	.6%
I.S.U. Location Undecided	.3%	.2%	.1%	109	.2%
	5.3%	2.5%	1.0%	1,536	3.1%
INDIANA UNIVERSITY					
Bloomington Campus	13.0%	2.8%	.7%	3,032	6.1%
East Campus, Richmond	.2%	.1%	0	64	.1%
Fort Wayne Campus	1.4%	1.3%	.4%	484	1.0%
Indianapolis Campus (IUPUI)	1.8%	.7%	.4%	509	1.0%
Kokomo Campus	.4%	.2%	.2%	125	.3%
Northwest Campus, Gary	1.1%	.6%	.2%	344	.7%
South Bend Campus	1.2%	.6%	.3%	341	.7%
Southeast Campus, New Albany	1.0%	.4%	.2%	287	.6%
I.U. Location Undecided	.4%	.3%	.2%	171	.3%
	20.5%	7.0%	2.6%	5,357	10.8%
VINCENNES UNIVERSITY					
Vincennes Campus	1.4%	1.1%	1.3%	600	1.2%
Jasper Center, Jasper	0	.1%	0	21	0
Vincennes Univ. Location Undecided	.1%	.2%	.3%	104	.2%
	1.5%	1.4%	1.6%	725	1.4%
PURDUE UNIVERSITY					
West Lafayette Campus	14.6%	1.1%	1.4%	3,058	6.2%
Calumet Campus, Hammond	2.2%	.5%	.4%	556	1.1%
Fort Wayne Campus	1.1%	.2%	.2%	307	.6%
Indianapolis Campus (IUPUI)	.5%	.2%	.2%	161	.3%
North Central Campus, Westville	.3%	.1%	.2%	95	.2%
Purdue at I.U. East, Richmond	0	0	.1%	11	0
Purdue at I.U., Kokomo	0	0	.1%	17	0
Purdue at I.U. Southeast, New Albany	.1%	0	0	24	0
Purdue at Vincennes	0	0	0	16	0
Purdue Location Undecided	.5%	.1%	.3%	131	.3%
TOTALS	19.3%	2.2%	2.8%	4,376	8.8%

TABLE 31A (CONTINUED)
SENIORS' CHOICES OF COLLEGES AND UNIVERSITIES IN INDIANA

College or University	Type of Program: College Prep n=17,464 Percent	Business Educ n=9,619 Percent	Vocational n=6,935 Percent	Responses of ALL Seniors N=49,663 Number	Percent
PART I Continued					
INDIANA VOCATIONAL TECHNICAL COLLEGE					
Region 1 Hammond-Gary-Michigan City Area	.1%	.2%	.4%	100	.2%
Region 2 Elkhart-Mishawaka-South Bend Area	.1%	.2%	.4%	81	.2%
Region 3 Fort Wayne-Huntington Area	.1%	.4%	.6%	116	.2%
Region 4 Crawfordsville-Lafayette Area	.1%	.3%	.5%	102	.2%
Region 5 Kokomo-Logansport-Peru-Wabash Area	.1%	.2%	.3%	62	.1%
Region 6 Anderson-Marion-Muncie Area	0	.1%	.3%	47	.1%
Region 7 Terre Haute Area	.1%	.2%	.8%	118	.2%
Region 8 Indianapolis Area	.2%	.4%	1.6%	228	.5%
Region 9 Connersville-New Castle-Richmond Area	0	.1%	.1%	40	.1%
Region 10 Bedford-Bloomington-Columbus-Greensburg Area	.1%	.1%	.2%	61	.1%
Region 11 Aurora-Madison-North Vernon Area	0	.1%	.1%	17	0
Region 12 Evansville-Jasper-Vincennes-Washington Area	.1%	.1%	.3%	76	.2%
Region 13 Jeffersonville-New Albany Area	0	.1%	.4%	53	.1%
I.V.T.C. Location Undecided	.1%	.2%	.8%	146	.3%
TOTALS	1.1%	2.7%	6.8%	1,247	2.5%

TABLE 31B

SENIORS' CHOICES OF COLLEGES AND UNIVERSITIES IN INDIANA

College or University	Type of Program: College Prep n=17,464 Percent	Business Educ n=9,619 Percent	Vocational n=6,935 Percent	Responses of ALL Seniors N=49,663 Number	Percent
PART II PRIVATE COLLEGES AND UNIVERSITIES *I plan to attend the following private college or university in Indiana:*					
Anderson College, Anderson	.4%	.2%	.1%	111	.2%
Bethel College, Mishawaka	.2%	0	0	42	.1%
Butler University, Indianapolis	.9%	.1%	0	200	.4%
Christian Theological Seminary, Indlps.	0	0	0	6	0
Concordia Senior College, Fort Wayne	0	0	0	2	0
DePauw University, Greencastle	.9%	.1%	0	179	.4%
Earlham College, Richmond	.2%	0	0	50	.1%
Evansville University of, Evansville	1.8%	.2%	.1%	392	.8%
Fort Wayne Bible College, Fort Wayne	.1%	0	0	35	.1%
Fort Wayne Art Institute, Fort Wayne	0	0	0	20	0
Franklin College of Indiana, Franklin	.5%	.1%	0	116	.2%
Goshen College, Goshen	.2%	0	0	56	.1%
Grace Theological Seminary & Col., Winona	.1%	0	0	35	.1%
Hanover College, Hanover	.5%	.1%	0	97	.2%
Holy Cross Jr. Col; Sch. of Nurs.,S. Bend	.1%	.1%	0	26	.1%
Huntington College, Huntington	.2%	.2%	0	68	.1%
Indiana Central College, Indianapolis	.9%	.4%	.1%	246	.5%
Indiana Col. of Bus. & Tech., Indlps.	.2%	1.3%	.2%	197	.4%
Indiana Institute of Technology, Ft. Wayne	.1%	.1%	.2%	47	.1%
Manchester College, North Manchester	.8%	.1%	.1%	175	.4%
Marian College, Indianapolis	.3%	0	0	69	.1%
Marion College, Marion	.2%	0	0	51	.1%
Northwood Institute, West Baden	.1%	.1%	.1%	32	.1%
Notre Dame, University of, South Bend	1.2%	.2%	.1%	247	.5%
Oakland City College, Oakland City	.1%	.1%	.6%	97	.2%
Rose Hulman Inst. of Tech., Terre Haute	.8%	0	0	162	.3%
St. Francis College, Fort Wayne	.2%	0	0	57	.1%
St. Joseph's College, Rensselaer	.3%	.1%	.1%	81	.2%
St. Joseph's Calumet College, E. Chicago	.2%	.2%	0	76	.2%
St. Mary-of-the-Woods College, Terre Haute	.1%	0	0	28	.1%
St. Mary's College, South Bend	.2%	0	0	48	.1%
St. Meinrad College, St. Meinrad	.1%	0	0	13	0
Taylor University, Upland	.5%	.1%	0	116	.2%
Tri-State College, Angola	.4%	.3%	.1%	114	.2%
Valparaiso Technical Inst., Valparaiso	0	0	.2%	28	.1%
Valparaiso University, Valparaiso	.8%	.1%	0	179	.4%
Wabash College, Crawfordsville	.7%	0	0	130	.3%
Private Colleges & Univs. Totals	14.3%	4.2%	2.0%	3,628	7.5%
Other Colleges and Universities	.7%	1.4%	.7%		

TABLE 31B (CONTINUED)
TRAINING OR EDUCATIONAL INSTITUTION CHOSEN OTHER THAN A COLLEGE OR UNIVERSITY IN INDIANA

	Type of Program			Responses of ALL Seniors	
	College Prep n=17,464	Business Educ n=9,619	Vocational n=6,935	N=49,663	
Training or Educational Institution	Percent	Percent	Percent	Number	Percent
OTHER EDUCATIONAL OR TRAINING INSTITUTION CHOSEN *If you plan to attend an institution other than a State supported or private college or university in Indiana, please check your choice of the following:*					
College or university out of state	13.8%	3.2%	1.7%	3,466	7.0%
Business school in Indiana	.8%	7.1%	1.0%	1,095	2.2%
Business school out of state	.3%	1.9%	.5%	331	.7%
Other vocational school in Indiana	1.1%	1.7%	9.6%	1,484	3.0%
Other vocational school out of state	.5%	.7%	3.1%	546	1.1%
Trade apprenticeship program	.3%	.5%	3.1%	586	1.2%
Other	1.9%	1.1%	1.5%	920	1.9%
Non-response	81.3%	83.8%	79.5%	41,235	83.0%
Totals	100.0%	100.0%	100.0%	49,663	100.0%

HIGHLIGHTS OF SENIORS' CHOSEN EDUCATIONAL INSTITUTION OTHER THAN A COLLEGE OR UNIVERSITY IN INDIANA

OTHER EDUCATIONAL OR TRAINING INSTITUTION CHOSEN

A total of 17% of all seniors indicated they planned to attend an educational institution other than a college or university in Indiana. Seven percent planned to attend an out-of-state college or university. Another $\sim$ 3% planned to attend a "Business school" and more than 4% planned to attend some "Vocational school." More than 3% were planning to go into an apprenticeship or "Other" program.

Variability is evident between seniors in the different programs concerning the choices of a training or educational institution other than a college or university in Indiana (which are described in the preceding pages). Although between 16 and 20% of the seniors in each group identified a choice (item) in this question, there were significant differences as follows:

1. A far greater proportion of College Prep. program seniors ($\sim$ 14%) were apt to plan on attending an out-of-state college or university than were Business Educ. (3.2%) or Vocational program ($<$ 2%) students.
2. Seniors in Business Education programs were far more likely to plan to attend a business school (Σ 9%) to continue their education, than were other seniors.
3. Vocational program seniors were much more likely to plan to attend a vocational school (Σ 12.7%), or enter a trade apprenticeship program, than were others.

HIGHLIGHTS OF REASONS GIVEN BY SENIORS FOR CHOOSING A PARTICULAR SCHOOL

See Table 32 on facing page for details

1ST MOST IMPORTANT REASON

There is little question what the single most popular reason is for a senior selecting a given school: it is "Offers what I want to study"--this first choice was made by nearly 20,000 seniors (24.2%). Note this question was answered by only 50% of all respondents. The next most popular choice, falling off to 9% of All seniors, was "Location near home." Thusly, these two reasons are the prime considerations for the choices of well over half of the seniors who plan to continue their graduation after high school. All remaining reasons were chosen by fewer than 4% of All seniors in each case.

A comparison of seniors by program reveals:

1. This question was answered by about 83% of the seniors in the College Prep. type programs, but only about 35% of seniors in the Business Education and Vocational programs.

2. A comparison of the rank orders shows many similarities:

MOST IMPORTANT REASONS FOR CHOOSING A PARTICULAR SCHOOL

(Answered only by those planning to continue their education)

Reason	All Seniors	College Prep	Business Educ	Vocational
Offers what I want to study	1st	1st	1st	1st
Location near home	2nd	2nd	2nd	2nd
Amount of tuition	3rd	4th	3rd	3rd
Reputation or prestige of school	4th	3rd	6th	5th
Size of school	5th	5th	5th	6th
Other reason	6th	6th	4th	4th
Preference of parent or relative	7th	7th	7th	9th
Friends or classmates plan to attend	8th	8th	8th	7th
Counselor or teacher suggestion	9th	9th	9th	8th

It appears from the above that the three most popular reasons for choice of school are essentially the same between groups. However, the Reputation or prestige of school is relatively less important to Business Education and Vocational program seniors than it is to College Prep. seniors. Further, "Other reasons" is a more popular choice for the Business and Vocational seniors.

2ND MOST IMPORTANT REASON

Again, the two most important choices by All seniors for choosing a particular school were "Location near home" and "Offers what I want to study" (albeit in reverse order to above). These in turn were followed closely by "Reputation or prestige of school" and "Amount of tuition."

A comparison of rank order by program reveals some important differences:

1. The Reputation or prestige of school was relatively much more important to College Prep. type seniors--which is consistent with the above rankings.

2. The importance of the counselor or teacher suggestions was relatively more important to the Vocational, then Business student, as compared with College Prep. students.

TABLE 32

REASONS FOR CHOOSING A PARTICULAR SCHOOL

Reason	Type of Program: College Prep n=17,464 Percent	Business Educ n=9,619 Percent	Vocational n=6,935 Percent	Responses of ALL Seniors N=49,663 Number	Percent
1ST MOST IMPORTANT *My selection of a school for vocational or professional training is based upon:*					
Location near home	12.3%	8.3%	7.3%	4,460	9.0%
Friends or classmates plan to attend	1.9%	1.1%	1.0%	647	1.3%
Amount of tuition	6.5%	2.7%	1.8%	1,821	3.7%
Size of school	4.3%	1.5%	1.1%	1,162	2.3%
Offers what I want to study	40.7%	16.6%	17.0%	11,999	24.2%
Counselor or teacher suggestion	1.1%	.8%	1.0%	437	.9%
Preference of parent or relative	2.7%	1.1%	.7%	761	1.5%
Reputation or prestige of school	7.7%	1.4%	1.6%	1,827	3.7%
Other reason	5.7%	2.2%	1.8%	1,740	3.5%
Non-response	17.1%	64.3%	66.7%	24,809	50.0%
Totals	100.0%	100.0%	100.0%	49,663	100.0%
2ND MOST IMPORTANT					
Location near home	12.8%	6.9%	6.9%	4,160	8.4%
Friends or classmates plan to attend	5.8%	3.0%	2.5%	1,856	3.7%
Amount of tuition	11.2%	4.5%	3.4%	3,136	6.3%
Size of school	8.8%	2.7%	1.9%	2,319	4.7%
Offers what I want to study	12.2%	5.7%	4.9%	3,696	7.4%
Counselor or teacher suggestion	3.8%	2.4%	2.3%	1,330	2.7%
Preference of parent or relative	5.7%	2.4%	1.9%	1,635	3.3%
Reputation or prestige of school	13.0%	3.6%	3.6%	3,363	6.8%
Other reason	7.9%	3.6%	4.8%	2,732	5.5%
Non-response	18.8%	65.2%	67.8%	25,436	51.2%
Totals	100.0%	100.0%	100.0%	49,663	100.0%

HIGHLIGHTS OF CHOSEN EDUCATION OR TRAINING PROGRAMS

BACHELOR OR HIGHER DEGREE LEVELS

See Table on facing page for details

More than 28% of All seniors identified baccalaureate level programs of their choice; however, as well might be expected, there were significant differences in the percentages of seniors doing so who were enrolled in the different types of programs. Specifically, nearly 60% of the seniors in College Prep. type programs identified a Bachelor or Higher Degree Program (Field of Study) as compared with only 11.4% of the Business Education seniors and 9.3% of the Vocational program seniors. (This is parallel with a previous question asking seniors if they planned to continue their studies after graduation from high school.)

The percentage distribution of the most popular program choices, arranged by rank order of All seniors' choices, is shown below:

Field of Study (≥ Bach.°)	College Prep %	Business Educ %	Voca-tional %	All Seniors %	All Seniors Rank
Health or Medical Related	8.7%	.7%	.9%	3.7%	1
Education	6.4%	.7%	.6%	3.0%	2
Business or Commerce	3.4%	5.5%	.2%	2.5%	3
Engineering	5.6%	.1%	1.2%	2.4%	4
Law	4.0%	.5%	.2%	1.7%	5
Fine and Applied Arts	3.0%	.2%	.3%	1.5%	6
Biological and Life Sciences	3.2%	0	.2%	1.3%	7
Physical Education or Recreation	2.0%	.4%	.2%	1.1%	8
Psychology	2.4%	.2%	0	1.1%	9
Agriculture	2.4%	.2%	1.1%	1.1%	10
English, Literature and Journalism	2.3%	.1%	.1%	1.0%	11
Social Sciences	2.0%	.1%	.1%	.9%	12
Library Science	1.1%	1.2%	.2%	.8%	--
Technology (constr., elect., or mfg.)	.6%	.2%	1.4%	.5%	--

Note: In general, the rank order and distribution within these fields articulate favorably with the related occupational and career area choices reported earlier. The comparative percentages are lower in this educational program listing because more than 18% of the high school seniors planned to delay re-entering school and others were still somewhat undecided in their plans.

There are important rank order differences between the groups of seniors in each of the high school programs:

First, with few exceptions, the rank order of the baccalaureate level programs desired by College Prep. students is the same as for All seniors; this is consistent with the fact that proportionately many more College Prep. seniors identified programs at this level. However, the most popular programs selected by College Prep. seniors (Health, Education and Engineering) were different than those chosen by seniors in the other groups as their first choice.

Understandably, the most popular baccalaureate program choice of seniors in high school Business programs by far--was Business or Commerce followed by Library Science. Vocational Education program seniors preferred Technicians' programs, Engineering and Agriculture, however, with lower percentages responding.

TABLE 33A

SENIORS' CHOICES OF EDUCATION OR TRAINING PROGRAMS

Part I Bachelors or Higher Degree Level

Part II Associate Degree or Certificate Programs (See next page)

Field of Study	Type of Program: College Prep n=17,464 Percent	Business Educ n=9,619 Percent	Vocational n=6,935 Percent	Responses of ALL Seniors N=49,663: Number	Percent
PART I BACHELOR OR HIGHER DEGREE (4 YEARS' COLLEGE OR MORE) *If you plan to continue your education, refer to List C and indicate your program choice:*					
Agriculture	2.4%	.2%	1.1%	515	1.1%
Architecture	1.6%	.1%	.9%	402	.8%
Biological and Life Sciences	3.2%	0	.2%	636	1.3%
Business or Commerce (See Management)	3.4%	5.5%	.2%	1,239	2.5%
Education	6.4%	.7%	.6%	1,477	3.0%
Engineering	5.6%	.1%	1.2%	1,186	2.4%
English, Literature and Journalism	2.3%	.1%	.1%	508	1.0%
Fine and Applied Arts	3.0%	.2%	.3%	741	1.5%
Foreign Languages	1.1%	0	0	220	.4%
Health or Medical Related	8.7%	.7%	.9%	1,818	3.7%
Home Economics	1.2%	.1%	.3%	314	.6%
Law	4.0%	.5%	.2%	853	1.7%
Library Science	.2%	0	0	41	.1%
Management or Supervision	1.1%	1.2%	.2%	380	.8%
Mathematics or Computer Science	2.1%	.2%	.1%	437	.9%
Physical Sciences	1.3%	.1%	0	261	.5%
Philosophy or Theology	.5%	.1%	.1%	124	.2%
Physical Education or Recreation	2.0%	.4%	.2%	561	1.1%
Psychology	2.4%	.2%	0	526	1.1%
Public Affairs and Services	.7%	.2%	.2%	206	.4%
Social Sciences	2.0%	.1%	.1%	450	.9%
Technology (construction, electrical or manufacturing)	.6%	.2%	1.4%	271	.5%
Interdisciplinary and Area Studies	.1%	0	0	28	.1%
Other Academic Field not listed	2.9%	.5%	1.0%	834	1.7%
Baccalaureate Total	58.8%	11.4%	9.3%	14,000	28.3%

HIGHLIGHTS OF CHOSEN EDUCATION OR TRAINING PROGRAMS

ASSOCIATE DEGREE OR CERTIFICATE LEVELS

Nearly 19% of All seniors identified programs of their choice at this level. As can be seen in the table below, the range of percentages of seniors across the various types of high school programs responding to this question was very narrow (18.8% to 21.3%). The reader is reminded that seniors in General Education or Other types of programs are not shown.

Seniors choosing the most popular fields or areas of study are shown.

Area of Study (< Bach.°)	College Prep %	Business Educ %	Vocational %	All Seniors %	All Seniors Rank
Business and Commerce	6.0%	15.5%	2.5%	6.2%	1
Health and Medical Support	7.6%	1.9%	2.9%	5.2%	2
Mech. Eng'g. & Science Support Technologies	3.1%	.7%	10.8%	3.7%	3
Miscellaneous Programs	1.8%	.9%	1.6%	1.7%	4
Data Processing and Computers	1.1%	1.9%	.8%	1.0%	5
Public Service Related	1.8%	.9%	1.6%	1.0%	5
Totals	21.1%	21.3%	19.1%	18.8%	

Again, much as was reported for baccalaureate programs, in the case of Certification or Associate degree programs, the rank order of seniors in College Prep. programs is essentially the same as for All seniors (the one exception being Public Service Related fields). Consistent with previous data, Business Education seniors strongly preferred Business and Commerce--but found Data Processing more to their liking than did the other groups. High school seniors in Vocational Programs were very strong in their preference for continuing studies in the Mechanical and Electrical Technology and Science Support fields.

* * *

Another way to analyze these data is to compare individual programs instead of the broader areas or fields. This is facilitated through the following presentation of the most popular programs.

Most Popular Programs (< Bach.°)	College Prep %	Business Educ %	Vocational %	All Seniors %	All Seniors Rank
Nursing (R.N., L.P.N.'s, Aides)	3.9%	.6%	1.6%	2.1%	1
Secretary	.5%	6.9%	.3%	1.7%	2
Accounting	1.7%	4.4%	.3%	1.6%	3
Medical support; variety of assts. or aides	2.3%	1.0%	1.1%	1.5%	4
Automotive and Diesel Technology	.2%	.1%	4.0%	.9%	5
Business Management	1.0%	1.9%	.2%	.8%	6
Electrical/Electronics Technology	.7%	.2%	2.1%	.7%	7
Dental support (Asst.,Hygienist,Lab.Tech.)	1.1%	.5%	.4%	.7%	8
Law Enforcement and related	.8%	.3%	.3%	.5%	9
Commercial Art & Industrial Illustration	.6%	.2%	.4%	.5%	10
Computer Programming	.6%	.8%	.4%	.5%	11
Veterinary: Animal Technician	.8%	.1%	.1%	.4%	--
Marketing, Distribution and Purchasing	.4%	.6%	.1%	.3%	--
Computer Technology & Data Processing	.4%	.5%	.3%	.3%	--
Mechanical (Engineering) Technology	.3%	.1%	.9%	.3%	--
Communications or Broadcasting	.6%	--	.2%	.3%	--
Welding Technology	--	.1%	.7%	.2%	--
Architectural Drafting & Design Technology	.2%	--	.5%	.2%	--

TABLE 33B
PART II
SENIORS' CHOICES OF EDUCATION OR TRAINING PROGRAMS

Field of Study	Type of Program: College Prep n=17,464 Percent	Business Educ n=9,619 Percent	Vocational n=6,935 Percent	Responses of ALL Seniors N=49,663 Number	Percent
PART II ASSOCIATE DEGREE OR CERTIFICATE PROGRAMS (NORMALLY 2 YEARS' OR LESS DURATION)					
If you plan to continue your education, refer to LIST C, Education and Training Programs, and indicate your program choice:					
Business and Commerce					
Accounting Technology	1.7%	4.4%	.3%	804	1.6%
Agricultural Business Technology	.1%	.1%	.1%	36	.1%
Audio-Visual Communications Technology	.2%	0	.1%	47	.1%
Banking and Finance	.2%	.2%	.1%	61	.1%
Business Management	1.0%	1.9%	.2%	422	.8%
Commercial Art or Industrial Illustration	.6%	.2%	.4%	230	.5%
Commercial and Industrial Photography	.1%	0	.1%	43	.1%
Communications or Broadcasting	.6%	0	.2%	148	.3%
Court and Conference Reporting	0	.1%	0	17	0
Hotel or Restaurant Management	.1%	.2%	.1%	45	.1%
Industrial Management	.2%	.1%	.1%	59	.1%
Legal Assistant	.1%	.2%	0	36	.1%
Marketing, Distribution & Purchasing	.4%	.6%	.1%	161	.3%
Medical Transcription	0	.1%	0	20	0
Printing, Lithography & Graphic Arts	.1%	.1%	.4%	58	.1%
Secretarial (Stenographer, Secretary, Office Technology)	.5%	6.9%	.3%	826	1.7%
Supervision	0	0	0	10	0
Other Business or Commerce	.1%	.4%	0	81	.2%
	(6.0%)	(15.5%)	(2.5%)	(3,104)	(6.2%)
Data Processing and Computers					
Computer Programming	.6%	.8%	.4%	253	.5%
Computer Technology and Data Processing (incl. Operators)	.4%	.5%	.3%	165	.3%
Keypunch or Data Typist and Verifier	.1%	.6%	.1%	91	.2%
	(1.1%)	(1.9%)	(.8%)	(509)	(1.0%)
Health and Medical Support Services and Related					
Bio-medical Electronics Technology	.1%	0	0	11	0
Care Center Activities Specialist	0	0	0	15	0
Child Care Technology	.1%	0	.2%	63	.1%
Dental Support (incl. Assistant, Hygienist, Laboratory Technician)	1.1%	.5%	.4%	353	.7%
Dietary Assistant	0	0	0	14	0
Emergency Care Technology	.1%	0	0	29	.1%
Medical Support (incl. Assistants, Aides, Laboratory or Mental Health & other Technicians, Radiology, Records, Therapy, Operating Room, etc.)	2.3%	1.0%	1.1%	739	1.5%
Nursing (incl. R.N., LPN, and Aides)	3.9%	.6%	1.6%	1,033	2.1%
Veterinary Medicine, Animal Technology	.8%	.1%	.1%	203	.4%
Other Health Service and Related	.6%	.2%	.1%	171	.3%
	(7.6%)	(1.9%)	(2.9%)	(2,631)	(5.2%)

*( ) denotes internal sub-total

TABLE 33B (CONTINUED)

PART II

SENIORS' CHOICES OF EDUCATION OR TRAINING PROGRAMS

Field of Study	Type of Program: College Prep n=17,464 Percent	Business Educ n=9,619 Percent	Vocational n=6,935 Percent	Responses of ALL Seniors N=49,663 Number	Percent
PART II, continued					
Mechanical, Engineering and Science Support Technologies					
Aeronautical and Aviation Technologies	.5%	.2%	.2%	152	.3%
Agricultural Equipment Technology	0	0	.1%	16	0
Appliance Repair	0	0	.1%	11	0
Architectural Drafting & Design Technology	.2%	0	.5%	89	.2%
Automotive and Diesel Technology	.2%	.1%	4.0%	434	.9%
Chemical, Physical or Geo-science Technologies	.4%	0	0	71	.1%
Civil Engineering Technology	.1%	0	.1%	37	.1%
Construction & Building Technology	.2%	0	.6%	113	.2%
Drafting, (incl. Engineering Graphics, Mechanical Drafting & Design)	.2%	0	.4%	97	.2%
Electrical or Electronics (incl. Electrical Engineering Technology)	.7%	.2%	2.0%	347	.7%
Heating, Air Conditioning and Refrigeration	0	0	.4%	57	.1%
Industrial (Engineering) Technology	.1%	0	.1%	34	.1%
Mechanical (Engineering) Technology	.3%	.1%	.9%	157	.3%
Precision Instrumentation & Inspection	0	0	0	9	0
Radio, TV or Appliance Repair	.1%	0	.2%	36	.1%
Welding Technology	0	.1%	.7%	95	.2%
Other Mechanical, Engineering & Science Support Technologies	.1%	0	.5%	86	.2%
	(3.1%)	(.7%)	(10.8%)	(1,841)	(3.7%)
Public Service Related					
Criminal Justice and Law Enforcement	.8%	.3%	.3%	267	.5%
Education Support Technologies	.1%	0	0	28	.1%
Environmental & Pollution Control Tech.	.1%	0	0	31	.1%
Fire Science (Applied)	0	0	0	9	0
Ground Water Specialist	0	0	0	2	0
Social Service Technology	.3%	0	.1%	89	.2%
Other Public Service Program	.2%	.1%	.1%	74	.1%
	(1.5%)	(.4%)	(.5%)	(500)	(1.0%)
Miscellaneous					
Commercial Art or Industrial Illustration	.6%	.2%	.4%	230	.5%
Food Sales, Service or Management	0	.1%	.1%	25	.1%
Horticulture Technology	.1%	.1%	.1%	32	.1%
Fluid Power Technology	0	0	0	3	0
Industrial Safety and Health	0	0	0	1	0
Industrial Security	0	0	0	4	0
Interior Design or Decorating	.4%	.1%	.3%	147	.3%
Library Resource Aide	0	0	.1%	13	0
Mining or Petroleum Technology	0	0	0	6	0
Mortuary Science Technology	.1%	0	.1%	32	.1%
Plastics Technology	0	0	0	2	0
Other Miscellaneous Program	.6%	.4%	.5%	300	.6%
	(1.8%)	(.9%)	(1.6%)	(795)	(1.7%)
Grand Total	21.1%	21.3%	19.1%	9,356	18.8%

*( ) denotes internal sub-total

HIGHLIGHTS OF THE LOCATION OF SCHOOL CHOSEN

LOCATION OF SCHOOL CHOSEN ☆

As stated earlier, about 55% of All seniors planned to continue their education or training within six months after graduation. Nearly 52% of all seniors answered this question identifying the location of their chosen school; more than three-fourths of this group had selected a school located in Indiana. 7.2% of All seniors said the location of their chosen school was "Outside of Indiana."

A comparison of answers by program enrollees shows:

1. About 85% of the College Prep seniors identified the location of a school chosen to further their education, whereas only about 35% of those in Business or Vocational programs did so. (This is consistent with other related responses.)

2. A greater proportion of the College Prep students indicated the school they chose was located Elsewhere in Indiana or Outside of Indiana--Business Educ. and Vocational program students--who were planning to continue their education had a greater proclivity to choose a school "In my city or county or Within 25 miles."

TABLE 34
LOCATION OF SCHOOL CHOSEN ☆

Response	Type of Program: College Prep n=17,464 Percent	Business Educ n=9,619 Percent	Vocational n=6,935 Percent	Responses of ALL Seniors N=49,663 Number	Percent
LOCATION *The school in which I plan to enroll is located:*					
In my city or county	15.1%	8.6%	7.8%	5,045	10.2%
Within 25 miles, but outside my home city or county	8.3%	5.9%	5.8%	3,050	6.1%
Elsewhere in Indiana	45.1%	14.2%	11.6%	11,783	23.7%
Outside of Indiana	11.5%	4.8%	4.9%	3,563	7.2%
Haven't decided yet	5.7%	3.6%	4.1%	2,280	4.6%
Non-response	14.3%	62.9%	65.8%	23,942	48.2%
Totals	100.0%	100.0%	100.0%	49,663	100.0%

$ HIGHLIGHTS OF THE METHODS PLANNED TO FINANCE EDUCATION

See Table 35 on facing page for details

METHODS PLANNED TO FINANCE EDUCATION

Seniors planning to continue their education were asked to identify all of the ways in which they planned to pay for their education. The data indicate that well over half of All seniors* continuing their education anticipated financial support from their parents or family (i.e. 28.3% doubled); about one third of all seniors continuing their education planned to use some personal savings (16.1% doubled).

Again, because percentage differences are not directly comparable between groups (smaller percentages of Business Education and Vocational students plan to continue their education), a rank order comparison is presented to illustrate some important differences among those students who do plan to continue their education.

RANK ORDER COMPARISONS OF
METHODS PLANNED TO FINANCE EDUCATION

Method	All Seniors	College Prep	Business Educ	Vocational
Parents or family support	1st	1st	1st	1st
Scholarship or grant	2nd	2nd	4th	4th
Personal savings	3rd	3rd	3rd	3rd
Part-time employment while at school	4th	5th	2nd	2nd
Full-time employment during summer	5th	4th	5th	5th
Loan from educational institution	6th	6th	8th	8th
Unknown	7th	8th	6th	6th
Loan from bank or other source	8th	7th	7th	7th
Other	9th	9th	9th	9th

1. Parents or family support is first, regardless of program senior is in.

2. College Prep. students are more likely to plan on Scholarships or grants or Loan from an educational institution than are Business Education or Vocational program seniors; on the other hand,

3. Seniors in Business Education or Vocational programs are much more likely to plan on part-time employment while at school--or didn't know how they were going to finance their continuing education.

*Percentage shown is for All seniors in the Class of '75 (.'. percentages must be doubled for approximation of only those seniors continuing their education) as nearly half the seniors do not plan to continue their education or training upon graduation.

TABLE 35

METHODS PLANNED TO FINANCE EDUCATION

Multiple Choices Reported	Type of Program: College Prep n=17,464 Percent	Business Educ n=9,619 Percent	Vocational n=6,935 Percent	Responses of ALL Seniors N=49,663 * Number	Percent
METHODS *I plan to finance my education through:* *					
Personal savings	30.7%	9.0%	8.6%	8,003	16.1%
Parents or family support	54.6%	17.8%	11.4%	14,047	28.3%
Loan from the educational institution	10.2%	2.8%	2.3%	2,549	5.1%
Loan from a bank or other source	7.7%	3.3%	2.4%	2,185	4.4%
Part-time employment while at school	23.0%	9.9%	10.0%	6,794	13.7%
Full-time employment during summer months	26.1%	6.5%	4.9%	6,353	12.8%
Scholarship or grants	36.5%	8.6%	5.3%	8,654	17.4%
Unknown	6.0%	3.6%	3.7%	2,225	4.5%
Other	3.2%	1.3%	1.8%	1,108	2.2%

*Percentage shown is for All seniors in the Class of '75 (.·. percentages must be doubled for approximation of only those seniors continuing their education) as nearly half the seniors do not plan to continue their education or training upon graduation.

HIGHLIGHTS OF EDUCATIONAL AND TRAINING PROGRAMS WANTED-- BUT NOT AVAILABLE LOCALLY

BACHELOR OR HIGHER DEGREE

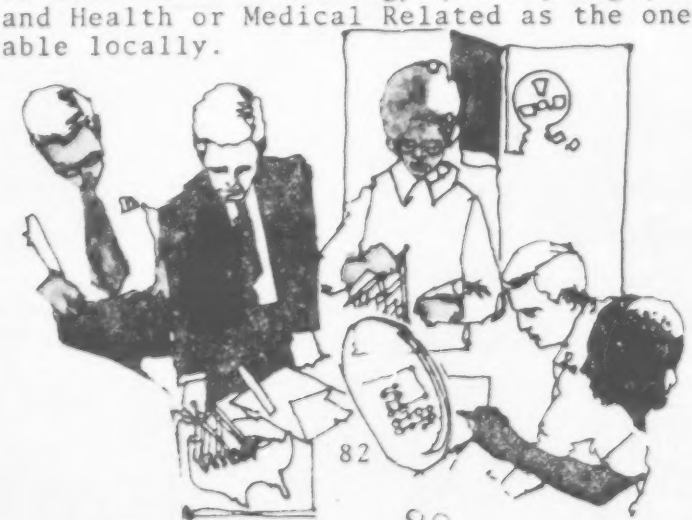
Generally speaking, a small percentage of seniors identified specific educational or training programs they would like to attend--but were not available locally. Only 3.2% of All seniors identified such programs ≥ Bachelors level and 4.9% of the seniors identified such programs ≥ Associate degree or Certificate level.

"MOST WANTED" BACHELOR OR HIGHER DEGREE PROGRAMS, BUT NOT AVAILABLE LOCALLY

Program	College Prep %	Business Educ %	Vocational %	All Seniors %	All Seniors Rank
Health or Medical Related	.6%	.1%	.2%	.3%	1
Engineering	.4%	.1%	.3%	.3%	2
Business or Commerce	.2%	.6%	.1%	.2%	3
Technology (elec., mfg., constr.)	.2%	.1%	.4%	.2%	4
Agriculture	--	--	.1%	.2%	5
Law	.3%	.1%	.1%	.2%	6
Architecture	.3%	--	.1%	.2%	7
Education	.3%	.1%	.1%	.2%	8
Fine and Applied Arts	.2%	.1%	.1%	.2%	9
Psychology	.3%	.1%	--	.2%	10
Management or Supervision	.1%	.2%	.1%	.1%	11

Nearly twice the percentage of high school seniors enrolled in College Prep. programs identified certificate and associate degree programs desired but not available locally than did the Business Education or Vocational seniors (e.g. 4.5% vs. 2.2%).

Variability between seniors by type of high school program was again indicated: programs at the certificate or associate degree level most desired but not available locally for College Prep. seniors were Health or Medical Related, Engineering, and Law, Architecture, Education and Psychology; those programs most desired but not available locally for Business Educ. seniors include Business or Commerce and Management or Supervision; Vocational program seniors identified Technology (elec., mfg., construction), Engineering, and Health or Medical Related as the ones desired but not available locally.



HIGHLIGHTS OF EDUCATIONAL AND TRAINING PROGRAMS WANTED BUT NOT AVAILABLE LOCALLY

ASSOCIATE DEGREE OR CERTIFICATE PROGRAM LEVELS

Fewer than 5% of All high school seniors identified programs at this level as desired, but not available locally; proportionately more seniors in the Vocational programs (6.5%) did so, followed by 5.9% of the College Prep. and 4.7% of the Business Education seniors. Data are presented below comparing distributions of reported program needs by areas or fields of study, followed by specific programs.

"MOST WANTED" ASSOCIATE DEGREE OR CERTIFICATE LEVEL PROGRAMS BY AREA OR FIELD OF STUDY

Area or Field of Study	College Prep %	Business Educ %	Vocational %	All Seniors %	All Seniors Rank
Business or Commerce	1.5%	2.7%	.8%	1.4%	1
Technology: Mech.,Elec. & Science Support	1.4%	.6%	3.9%	1.3%	2
Health and Medical Support	1.5%	.5%	.9%	1.1%	3
Data Processing and Computers	.5%	.7%	.3%	.5%	4
Public Service Related	.5%	0	.1%	.3%	5
Miscellaneous (Others)	.5%	.2%	.5%	.3%	6
Totals	5.9%	4.7%	6.5%	4.9%	

Highest percentage needs were reported by seniors in Vocational programs concerning the Technology field (3.9%); next highest was Business and Commerce reported by Business Education seniors; and the College Prep. group identified Business and Commerce, Health and Medical Support, and Technology Programs (@ ~ 1.5%) as desired but not available locally.

* * *

Another way to analyze these data is to compare individual programs instead of the broader areas or fields as shown above. The most popular ones are shown below:

ASSOCIATE DEGREE OR CERTIFICATE PROGRAMS--NOT AVAILABLE

Area or Field of Study	College Prep %	Business Educ %	Vocational %	All Seniors %	All Seniors Rank
Automotive and Diesel Technology	.1%	.1%	1.4%	.3%	1
Medical Support	.5%	.1%	.3%	.3%	2
Nursing (incl. R.N., LPN & Aides)	.4%	.1%	.2%	.3%	3
Business Management	.2%	.6%	.1%	.2%	4
Secretarial	.1%	.9%	.1%	.2%	5
Electrical or Electronics Technology	.3%	.1%	.6%	.2%	5
Accounting Technology	.2%	.5%	0	.2%	7
Computer Programming	.2%	.3%	.1%	.2%	8
Criminal Justice & Law Enforcement	.3%	0	.1%	.2%	9
Computer Technology & Data Processing	.2%	.2%	.2%	.2%	10
Technology, Mech./Mfg.	.1%	0	.3%	.2%	--
Technology, Construc. & Bldg.	0	.1%	.2%	.1%	--
Welding Technology	0	.1%	.4%	.1%	--
Drafting	.1%	.1%	.3%	.1%	--

★ HIGHLIGHTS OF REASONS WHY SOME SENIORS DO NOT PLAN TO ENROLL IN AN EDUCATIONAL PROGRAM IMMEDIATELY AFTER GRADUATION

A total of 29% of All seniors answered this question: this is consistent with the seniors' answers concerning their plans after graduation, wherein 18.9% said they planned to work full-time, no further education; 4.3% were going into military service; 3.4% were getting married and not going on with school; and 2.4% did not respond, all of which also totals 29%.

The most frequently chosen reasons for not continuing their education were "I plan to look for a job" and "I already have a job arranged" (12.3%). These were followed by those undecided what to do and those not interested in continuing their studies (4.3% and 4% respectively). 3.7% said they planned to get married (this articulates well with Table 3 data wherein 3.4% said they planned to get married with no further education planned at this time). Only 1.5% of All seniors said the reason they were not continuing was because they did not have enough money.

A comparison by program enrollees reveals the following significant differences:

1. Only about 5% of the College Prep. program seniors answered this question (did not plan to continue their education after graduation), whereas about 40% of those enrolled in Business Educ. or Vocational Programs did answer it.
2. Nearly eleven percent of the seniors enrolled in Vocational programs already had a job arranged (survey was conducted in the spring of their graduation year), and nearly eleven percent more planned to look for a job. Nearly 6% were undecided what to do--and 5% said they weren't interested in continuing their education. Nearly 4% planned to enter Military Service.
3. More than 12% of those enrolled in Business Educ. planned to look for a job, and nearly 6% already had a job arranged. Nearly 7% planned to get married (mostly girls are in Business Educ. and they do marry earlier than boys which may explain percentage differences...also, could they be more hopeful?). Nearly 6% were not interested in continuing education and more than 5% were undecided.

☆ HIGHLIGHTS OF THE PLANS OF SOME SENIORS TO DELAY CONTINUING THEIR EDUCATION TO SOME LATER DATE

18.5% of All seniors responded to this question, (indicating they planned to delay their education or training for six months or longer). The most popular reason for the delay, identified by 6.5% of the seniors, was "I want to earn some money first." This was followed by 6% who wanted more time to decide what to do. Nearly 2.5% wanted to gain some work experience and fewer than 2% planned to go into military service first. More than 1% said that getting married first would delay their education and nearly 1% did not identify the specific reason for delay.

A comparison of responses by program discloses that:

1. About 10% of the seniors in College Prep. answered this question compared with about 25% of those enrolled in Business Educ. or Vocational programs.
2. There is a high degree of consistency as to the rank order of reasons given for delaying continuation of education between programs.

TABLE 36A

REASONS WHY SOME SENIORS DO NOT PLAN TO ENROLL IN AN EDUCATIONAL PROGRAM AFTER GRADUATION

One Reason Chosen	Type of Program: College Prep n=17,464 Percent	Business Educ n=9,619 Percent	Vocational n=6,935 Percent	Responses of ALL Seniors N=49,663 Number	Percent
SENIORS NOT PLANNING TO ENROLL IN AN EDUCATIONAL PROGRAM AFTER GRADUATION FROM HIGH SCHOOL *I do not plan to enroll in an educational program after graduation because:*					
I plan to look for a job	.7%	12.1%	10.5%	3,576	7.2%
I already have a job arranged	.5%	5.6%	10.6%	2,532	5.1%
I plan to get married	.5%	6.7%	2.7%	1,851	3.7%
I am not interested at this time	.5%	5.6%	4.9%	1,992	4.0%
I am going into military service	.4%	1.4%	3.5%	1,040	2.1%
I am undecided what to do	1.1%	5.4%	5.5%	2,140	4.3%
My grades are low	.1%	.7%	1.2%	426	.9%
There's no local school that I want	.0%	.1%	.3%	74	.1%
I don't have enough money	.5%	1.9%	2.0%	748	1.5%
Non-Response	95.7%	60.5%	58.8%	35,284	71.0%
Totals	100.0%	100.0%	100.0%	49,663	100.0%

TABLE 36B

REASONS WHY SOME SENIORS PLAN TO DELAY CONTINUING THEIR EDUCATION

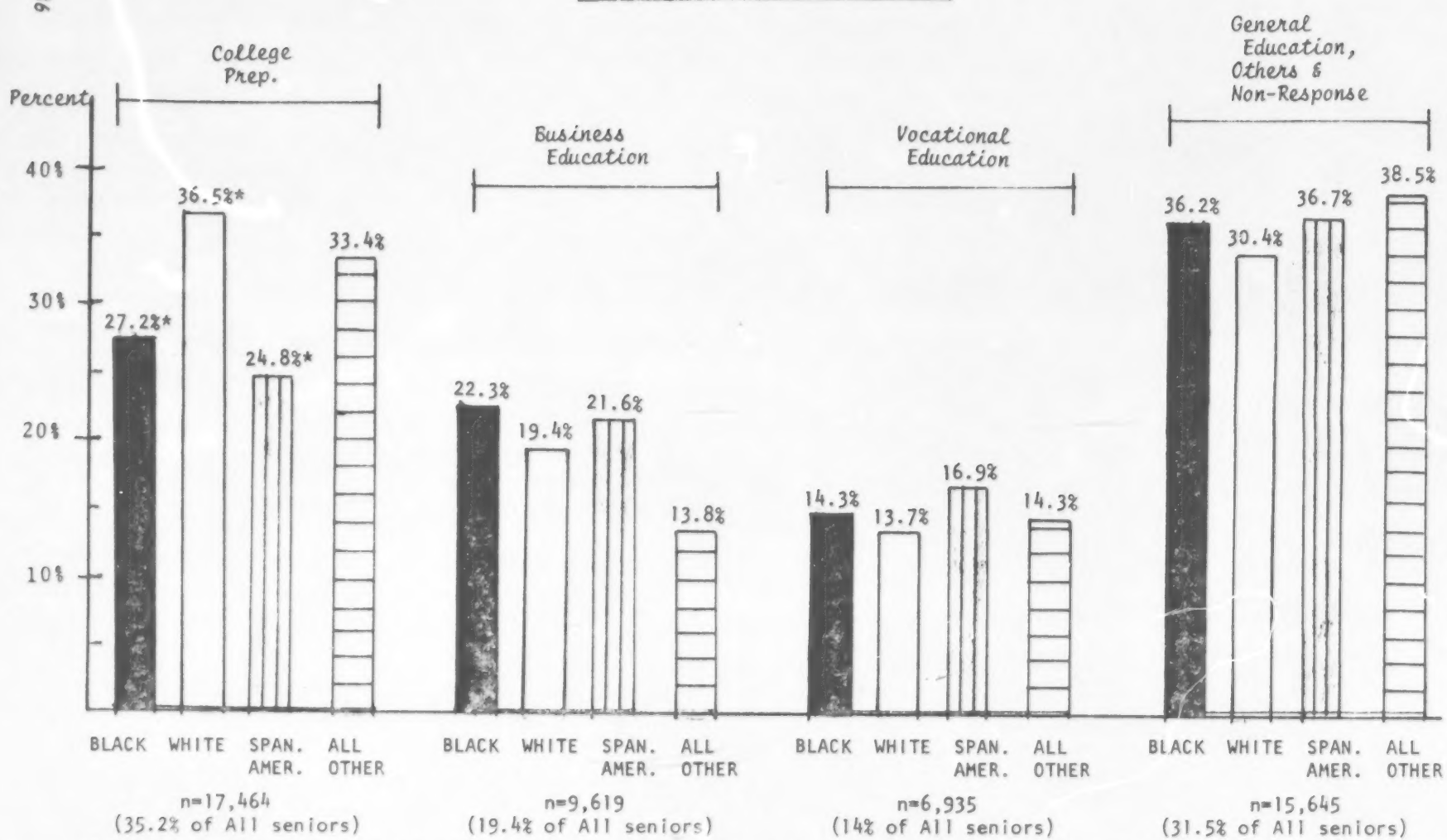
I plan to delay continuing my education to some later date for six months or longer after graduation because:

I want to earn some money first	3.5%	7.7%	9.4%	3,207	6.5%
I want to gain some work experience	.8%	2.7%	5.1%	1,169	2.4%
I want more time to decide what to do	2.9%	7.4%	7.3%	2,972	6.0%
I want to go into military service first	.9%	1.1%	2.3%	789	1.6%
I want to get married first	.5%	1.9%	1.1%	596	1.2%
Other	.6%	1.0%	1.1%	455	.9%
Non-Response	90.8%	78.2%	73.7%	40,475	81.5%
Totals	100.0%	100.0%	100.0%	49,663	100.0%

TABLE 37

PERCENTAGE DISTRIBUTION OF HIGH SCHOOL SENIORS

BY RACE VS. TYPE OF PROGRAM



n=17,464 (35.2% of All seniors)

n=9,619 (19.4% of All seniors)

n=6,935 (14% of All seniors)

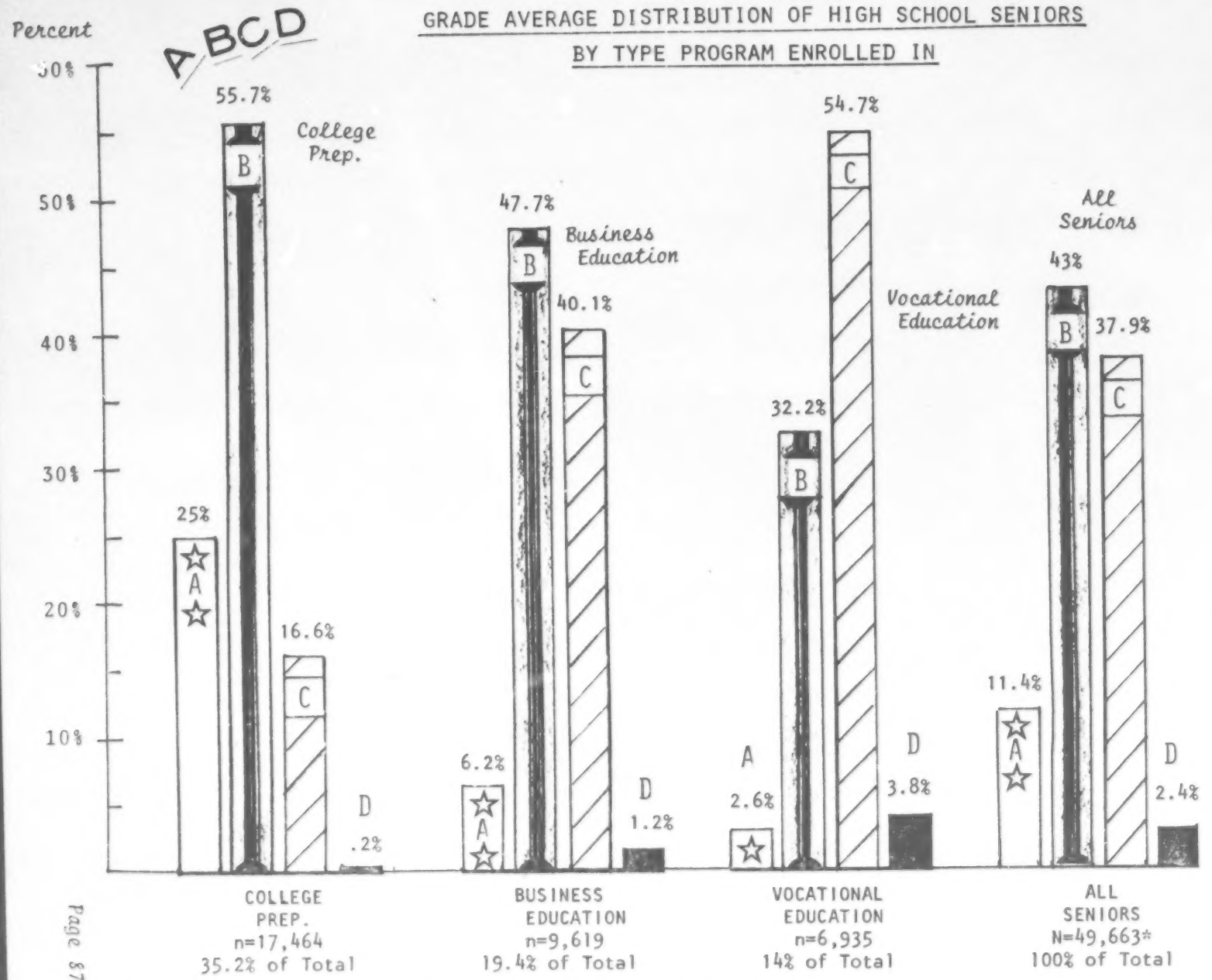
n=15,645 (31.5% of All seniors)

*i.e., 27.2% of all Black seniors, 36.5% of all White seniors and only 24.8% of all Spanish American high school seniors were enrolled in College Prep. type programs.

TABLE 38

GRADE AVERAGE DISTRIBUTION OF HIGH SCHOOL SENIORS

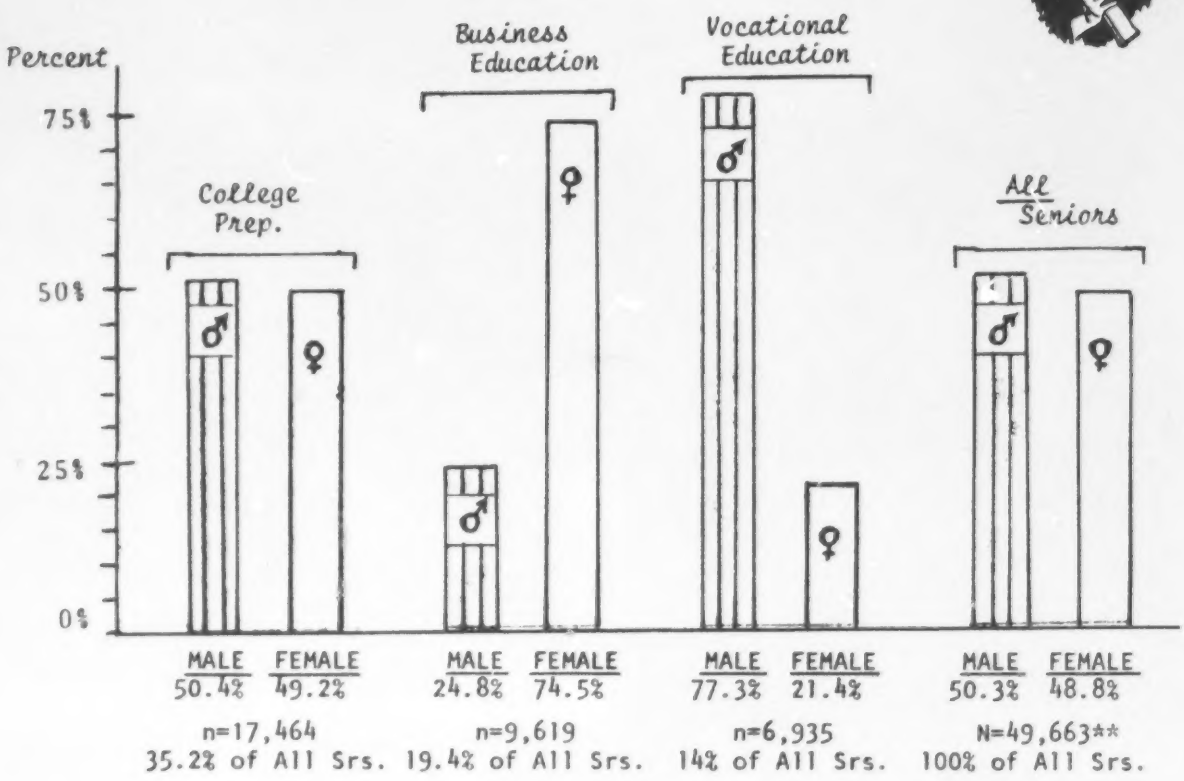
BY TYPE PROGRAM ENROLLED IN



*General Educ., "Other" and Non-response now shown.

TABLE 39

PERCENTAGE DISTRIBUTION OF HIGH SCHOOL SENIORS IN EACH TYPE PROGRAM BY SEX



*Non-respondents not included

**Not broken out are: 9,281 Srs. in General Educ. (18.7% of total)
4,087 Srs. in "Other" Programs (8.2% of total)
2,277 Non-response (4.6% of total)

TABLE 40

SENIORS' PLANS AFTER GRADUATION

(Percentage Distribution by Type Program)

Within six months after graduation from high school, I plan to:

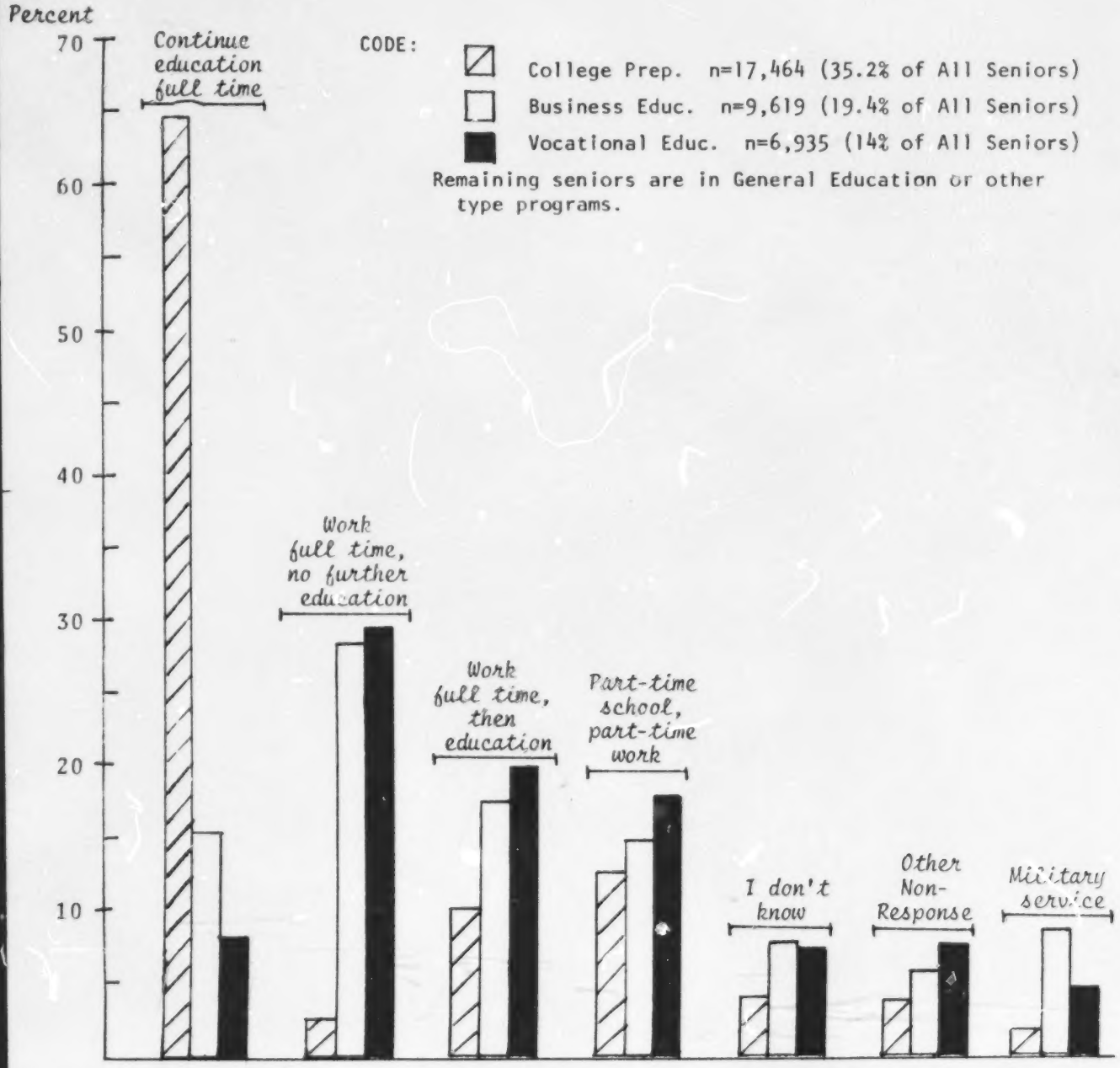
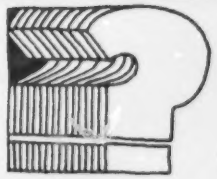


TABLE 41

DEFINITIVENESS OF PLANS

(Percentage Distribution by Type Program)



My present occupation or career choice and educational plans are:

Note: Fewer than one percent of the seniors did not answer this question.

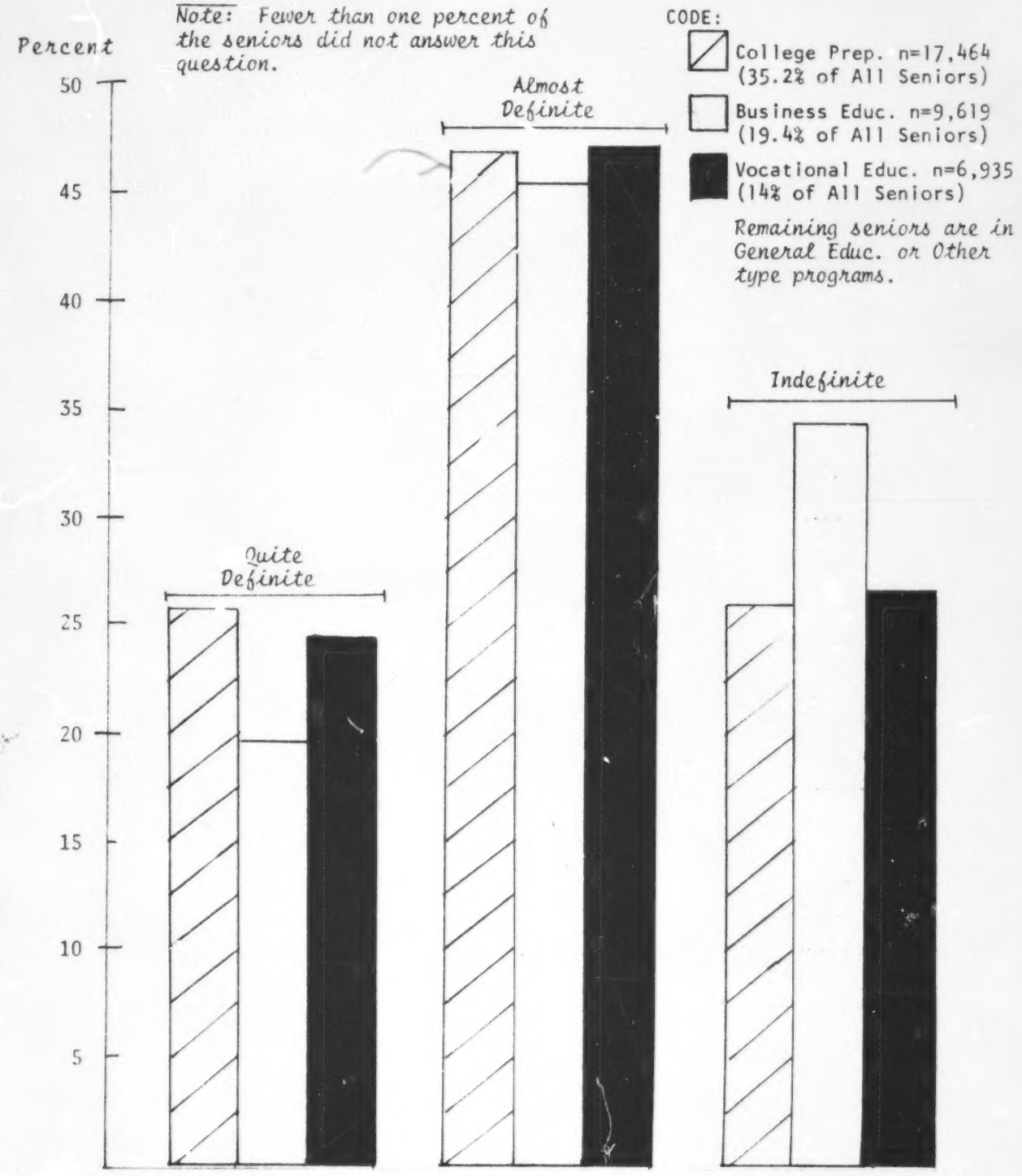


TABLE 42

REASONS WHY SOME SENIORS

PLAN TO DELAY CONTINUING THEIR EDUCATION

(Percentage Distribution by Program)

I plan to delay continuing my education to some later date for six months or longer after graduation because:

Note: This question was answered by:
9.2% of the College Prep seniors,
21.8% of the Business Educ. seniors, and
26.3% of the Vocational Educ. seniors.

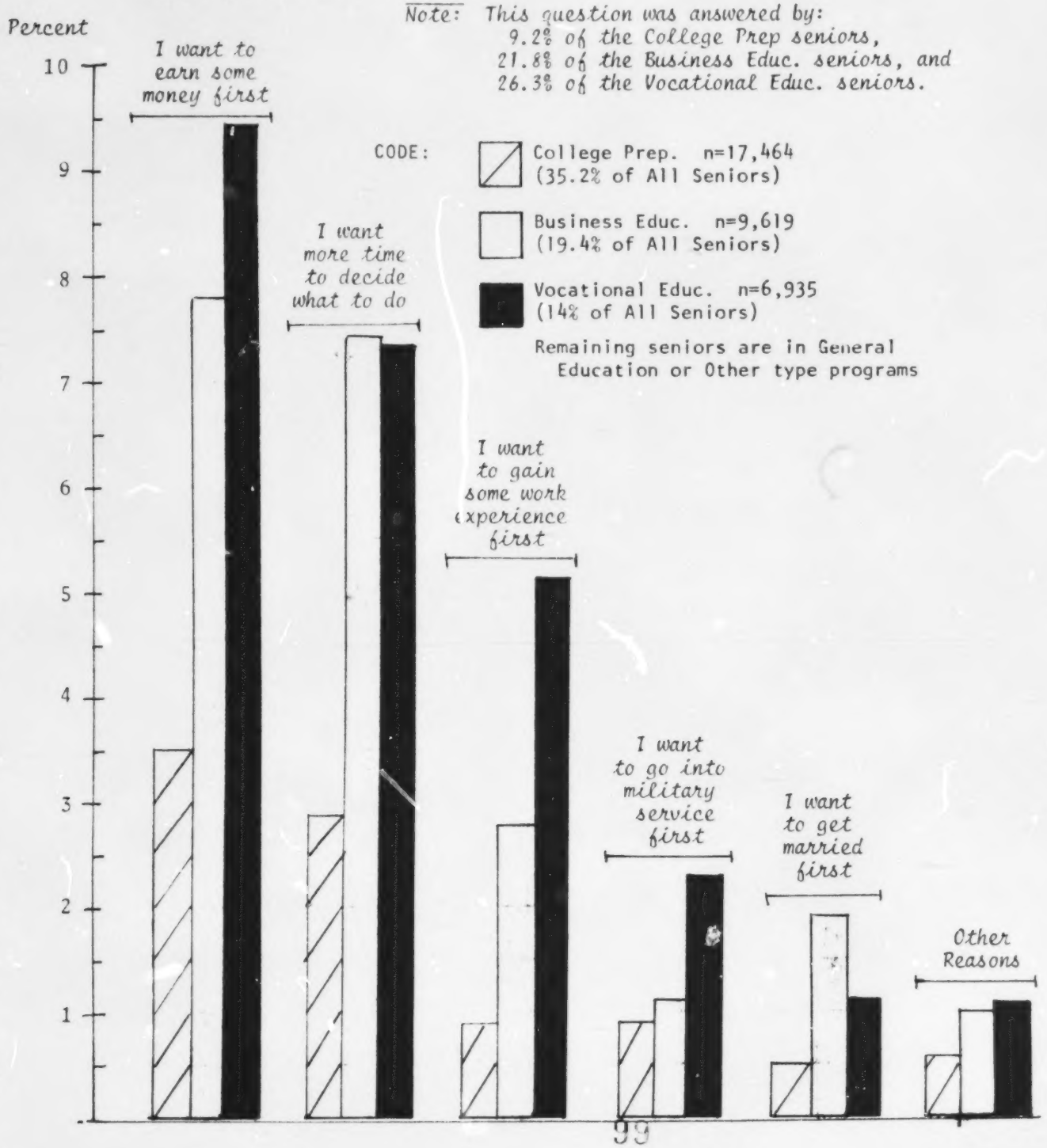


TABLE 43

REASONS WHY SOME SENIORS DO NOT PLAN TO ENROLL IN AN EDUCATIONAL PROGRAM AFTER GRADUATION

(Percentage Distribution by Program*)

*Note: Approximately 40% of the seniors enrolled in Business Education and Vocational Education programs answered this question; fewer than 5% of the College Prep. students did.

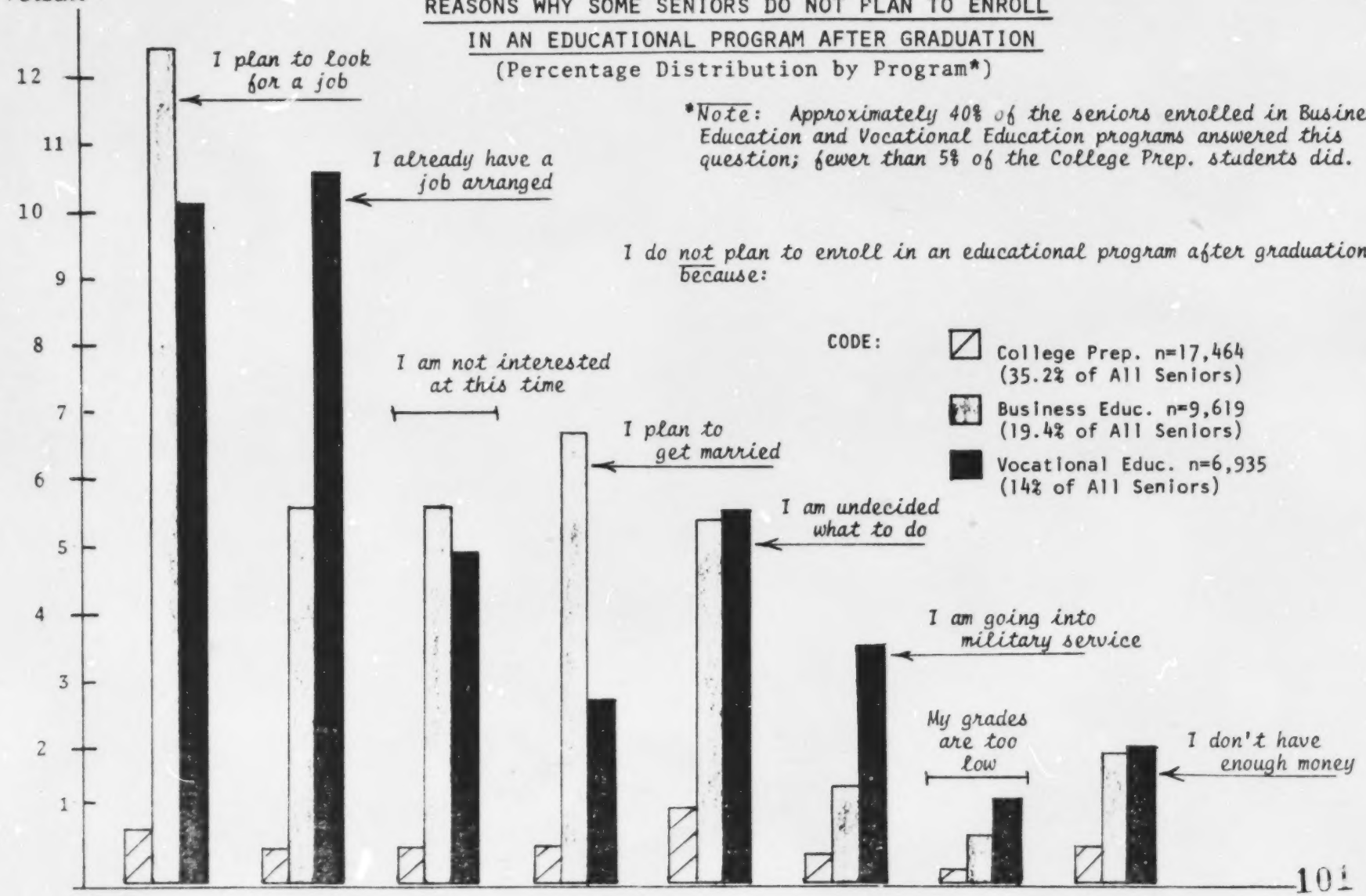


TABLE 44

CHOOSING A CAREER OR OCCUPATION

(Percentage Distribution by Type Program)

The following sources or persons have been the most helpful to me in making my career choice:

CODE:

- College Prep. n=17,464 (35.2% of All Seniors)
- Business Educ. n= 9,619 (19.4% of All Seniors)
- Vocational Ed. n= 6,935 (14% of All Seniors)

Note: ~5.5% of the seniors in both College Prep. and Business Educ., and 6.6% of the Vocational Educ. seniors did not answer this question.

Remaining seniors are in General Education or Other type programs.

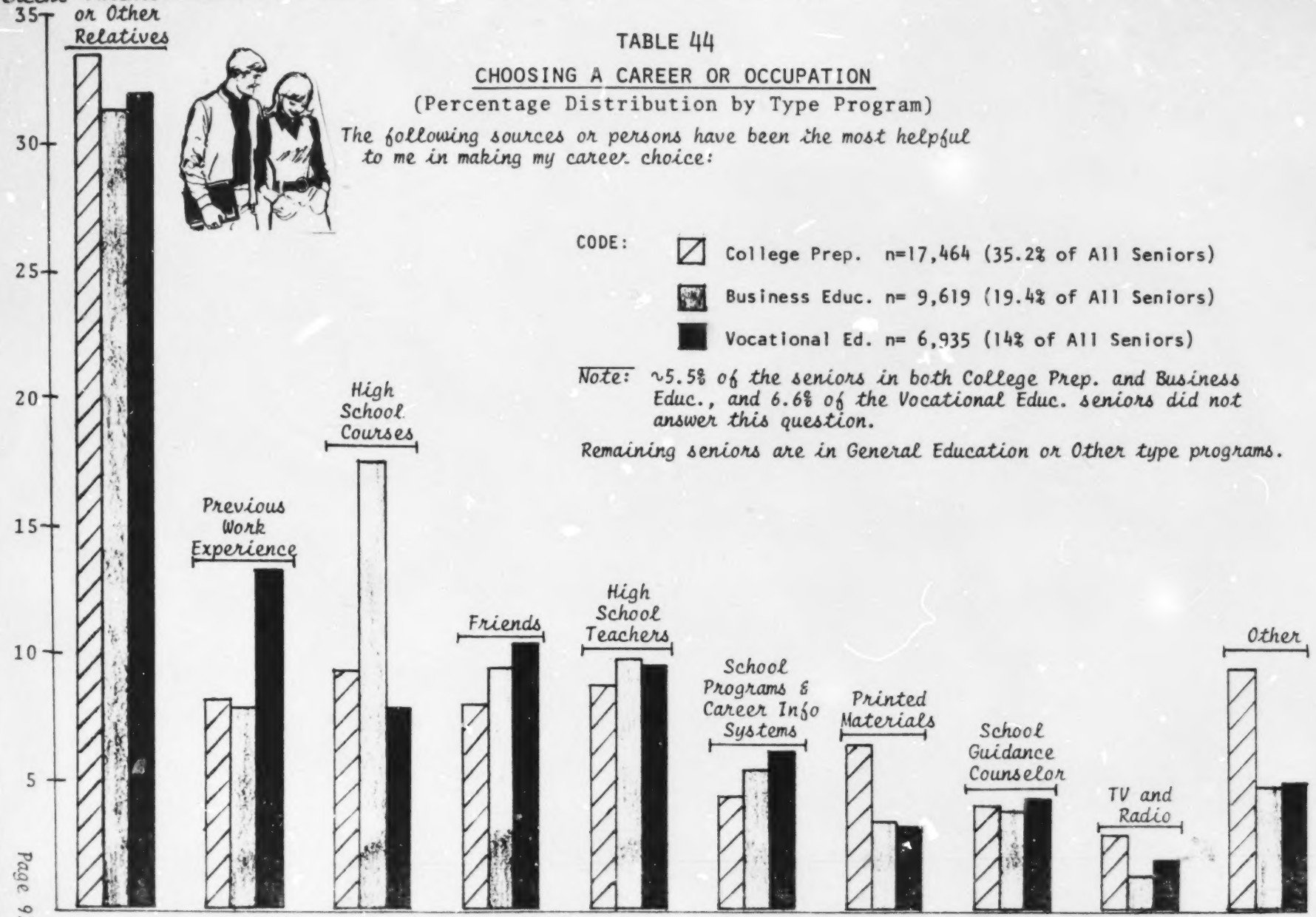


TABLE 45

MOST IMPORTANT REASONS FOR
CHOOSING A PARTICULAR OCCUPATION OR CAREER

COMPARISONS OF REASONS GIVEN BY
TYPE OF PROGRAM ENROLLED IN

The most important reason for my chosen career is:

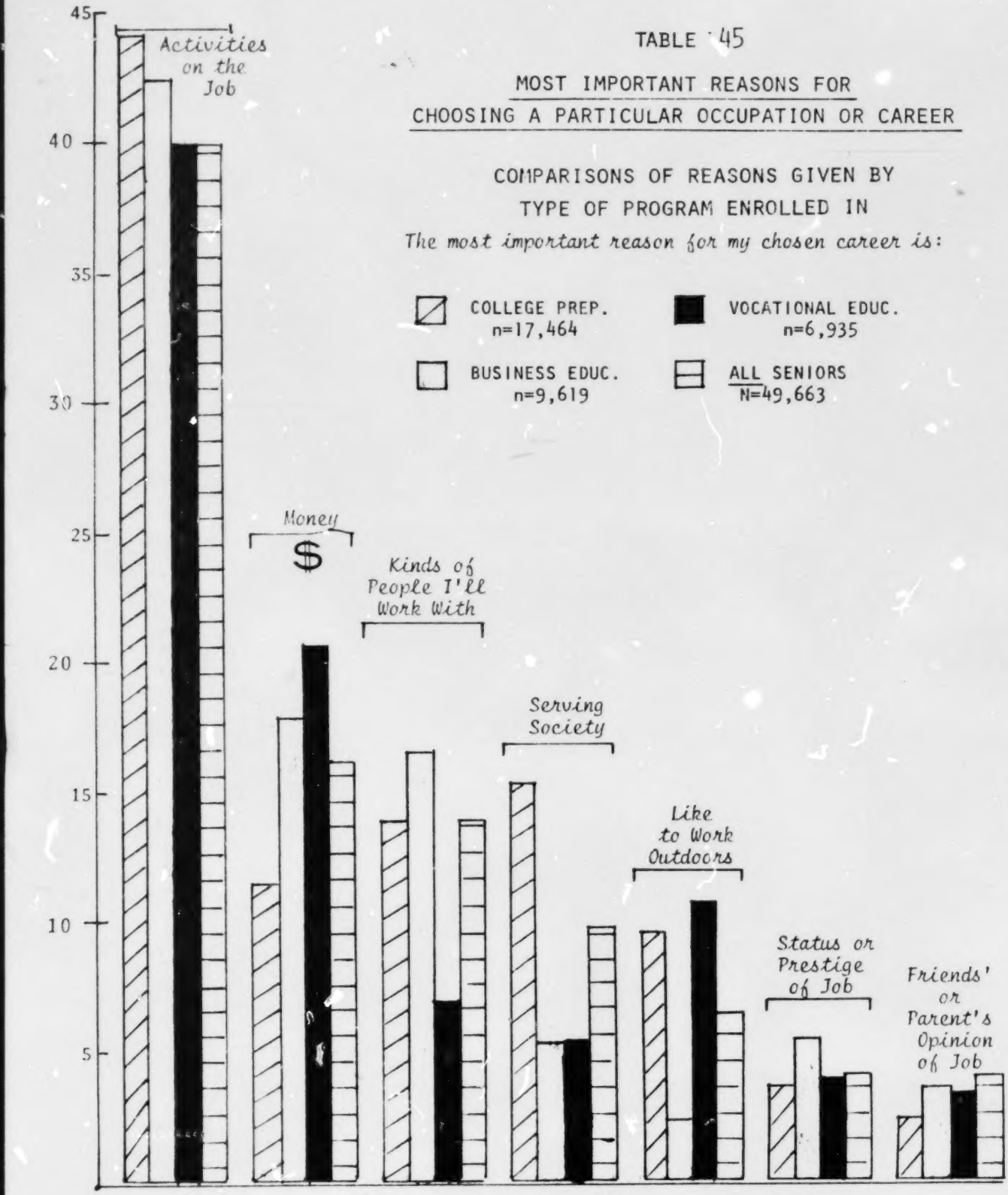


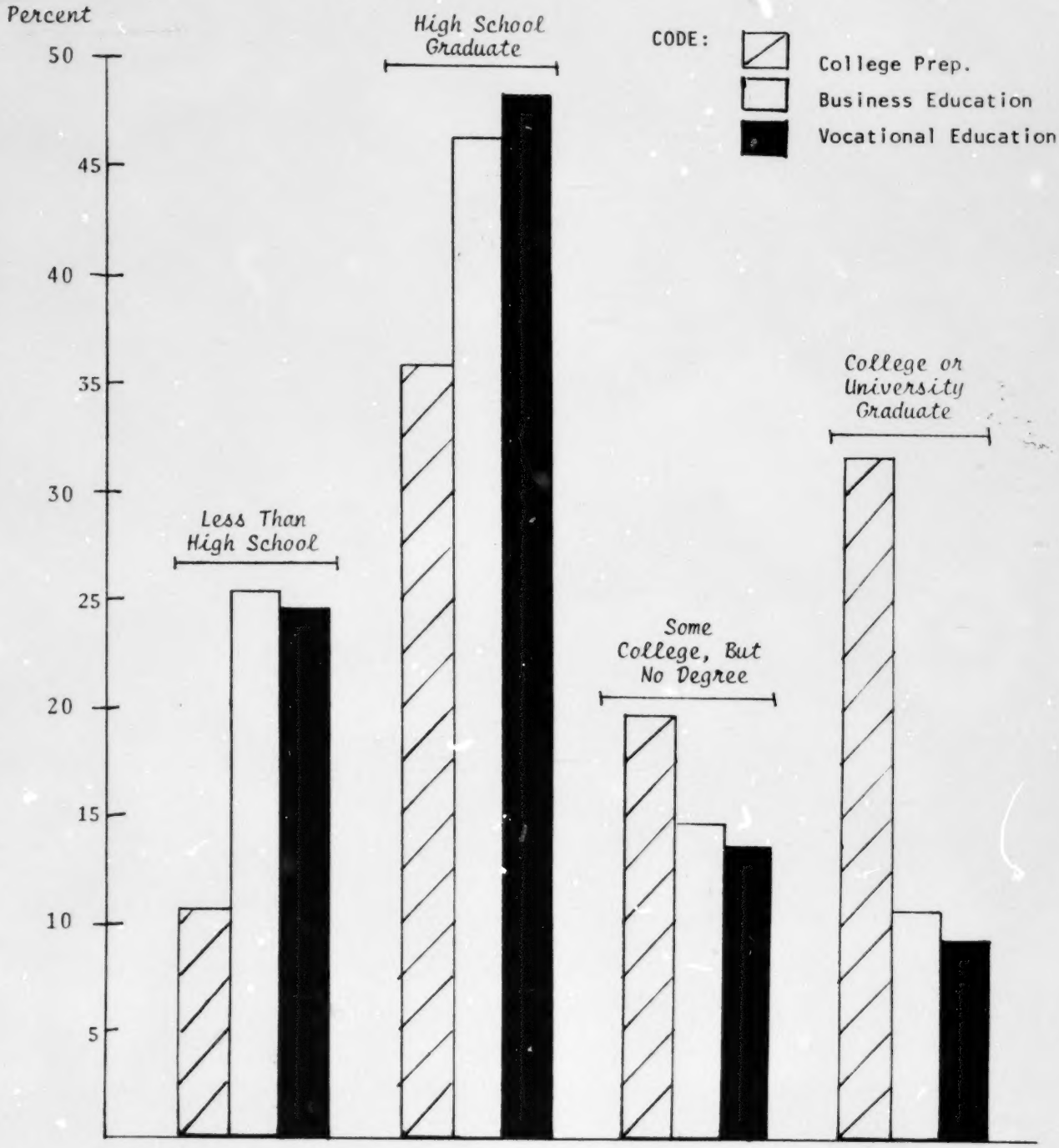
TABLE 46

CHARACTERISTICS OF HEADS OF HOUSEHOLD

HIGHEST LEVEL OF EDUCATION ATTAINED

(Percent Distribution by Type Program)

The highest level of education attained by the head of my household is:



Unknown and Non-response include:
College Prep. 2.2% *Vocational Educ. 5.1%*
Business Educ. 3.6%

7. EVALUATION SUMMARY STATEMENT

This project was conducted with the assistance of an informal special advisory committee made up of vocational/technical teachers, counselors, and administrators. Their advice was solicited and applied during the early stages of the development of this project, during the data processing and in the analysis and writing stages. The author assumes full responsibility for any errors and for the interpretative highlights reported herein.

8. BUDGET AND FINANCIAL STATEMENT

BUDGET OUTLINE	COSTS: Authorized State and/or Federal	COSTS: Expended
a. Direct Costs[1/]		
1. Personnel (Include all salaries of professional staff persons involved in project)	$1,526.40	
2. Services of clerical persons	482.00	
3. Employee benefits	316.79	
4. Travel	18.00	
5. Supplies and materials	350.00	
6. Communications (include phone calls, printing, etc.)[1/]	400.00	
7. Properties (rentals or purchase of equipment)	0.00	
8. Facilities	0.00	
9. Product production and dissemination	N.A.	
10. Project evaluation	0.00	
b. Indirect Costs (Paid by Purdue)		
c. Total Costs	$3,093.00	--

Final budget report submitted separately

[1/] *Fifty copies of the report are provided to the SBVTE per project proposal specifications.*

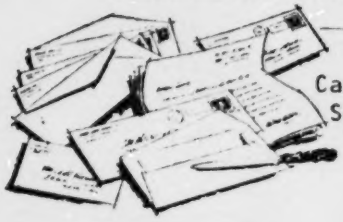
APPENDIX A

CHI-SQUARE CONTINGENCY ANALYSIS FINDINGS: COMPARISONS OF QUESTION ITEM RESPONSES BY RACE

INTRODUCTION:

There are a total of fourteen questions analyzed by comparing the question response items by RACE; each question analysis is broken down into three racial segments of WHITE, BLACK, and SPANISH-AMERICAN, and the individual item responses per question are compared.

Note: Nearly 50,000 Indiana high school seniors participated in the study. Responses, broken down by RACE, were:



RACE	No. Responding	Percentage
Black	2,628	5.3%
Caucasian (White)	43,277	87.1%
Spanish-American	491	1.0%
Other	629	1.3%
Non-Response	2,638	5.3%
Totals	49,663	100.0%

Chi-square contingency analyses were performed on each two-dimensional matrice formed. The following findings are generalized in order to aid the reader in developing an overall view. Details showing the rank order of contribution to chi-square are not reiterated.

I. GENERAL FINDINGS:

The chi-square contingency coefficient is significant at the $\alpha = .05$ level of significance for all questions with but two exceptions--the statistic for SEX and 'first INTEREST noticed in chosen occupation' are not significant at this level. Except for these two instances, statistically significant differences were found to exist between responses given by each racial segment to the remaining twelve questions. The following table lists level of significance for each question analyzed.

Q*	Key-Word	Chi-Square Contingency Coefficient	$\alpha=$	$\alpha=.05$	Degrees of Freedom
1	Sex	3.18	$.30>\alpha<.20$	No	2
2	Major	163.68	$<.0005$	Yes	8
3	Grade	700.56	$<.0005$	Yes	8
4	Population	1967.15	$<.0005$	Yes	10
5	Head	1316.31	$<.0005$	Yes	4
7	Education	444.88	$<.0005$	Yes	8
9	Definitiveness	119.55	$<.0005$	Yes	4
10	Interest	9.06	$.60>\alpha<.50$	No	10
11	Decided	313.47	$<.0005$	Yes	10
12a	Important 1	464.25	$<.0005$	Yes	16
12b	Important 2	118.67	$<.0005$	Yes	16
16	Plans	304.08	$<.0005$	Yes	16
17	No Plans	170.42	$<.0005$	Yes	16
18	Delay	75.62	$<.0005$	Yes	10

**This refers to the question number in the survey.*

II. ITEM (CELL) CONTRIBUTIONS TO X^2 BY RACE

The BLACK racial segment, with but one exception, contributes the largest absolute quantity to the overall statistic in each case; that is, the greatest differences from chi-square the expected outcome (value) based upon this probablistic model arise from the response patterns of the BLACK segment. (The question of INTEREST is the exception.) Since the level of significance is less than .0005, one would not expect to find a different result from this in less than 5 in 10,000 such studies. The SPANISH-AMERICAN racial segment, in general, contributes the next largest absolute quantity to the overall chi-square statistic in each case; however, the magnitude of the contribution varies from parity to 120 times smaller than the BLACK contribution per question. In general, the SPANISH-AMERICAN contribution is greater than that of the WHITE segment. Stated another way, the WHITE racial segment sets the norm for the pattern of responses to the questions analyzed. The SPANISH-AMERICAN segment differs from this norm only somewhat, while the greatest differences of responses are found in the BLACK segment. Details are found in the following Table.

# Ques	Key-Word	Chi-Square Contingency Coefficient*	Contribution					
			WHITE	Rank	BLACK	Rank	SPANISH-AMER	Rank
1	Sex	3.18	.08	3	2.42	1	.67	2
2	Major	163.68	10.46	3	118.33	1	34.91	2
3	Grade	700.56	44.38	3	544.70	1	111.48	2
4	Population	1967.15	124.88	2	1725.17	1	117.10	3
5	Head	1316.31	76.44	2	1229.25	1	10.60	3
7	Education	444.88	25.44	3	210.34	1	209.11	2
9	Definitiveness	119.55	6.46	2	112.87	1	.22	3
10	Interest	9.06	.25	3	2.19	2	6.63	1
11	Decided	313.47	20.31	3	263.37	1	29.81	2
12a	Important 1	464.25	28.10	3	404.56	1	31.57	2
12b	Important 2	118.67	6.41	3	97.63	1	14.63	2
16	Plans	304.08	18.15	3	246.71	1	39.21	2
17	No Plans	170.42	7.64	3	110.03	1	52.73	2
18	Delay	75.62	5.71	3	58.35	1	11.62	2

Rank = rank of absolute magnitude

**Note:* *The chi-square contingency coefficient is a linear sum of individual cell contributions per question (matrix). The figures shown here represent separate summations for each question over item (cell) contributions by Race, and the overall total statistic. Thus, WHITE + BLACK + SPANISH-AMERICAN ≅ TOTAL CHI-SQUARE CONTINGENCY COEFFICIENT.*

III. MOST SIGNIFICANT STATISTICS

First: The chi-square contingency coefficient for POPULATION at 1967.15 is the most significant statistic found; the BLACK racial segment contributes 1725.17 to this figure. Second: The chi-square statistic for HEAD OF HOUSEHOLD is 1316.31, the second most significant statistic and finding; the BLACK racial segment contributes 1229.25 to the figure. Third: The chi-square statistic for high school GRADE AVERAGE is 700.56, the third most significant statistic and finding; the BLACK racial segment contributes 544.70 to this figure.

Thus, the findings of the highest level of significance thus pertain to the questions of POPULATION, HEAD, and GRADE in that order. The BLACK racial segment, displaying the greatest differences of responses from the norm (mean--or probablistic model) contribute the most to these significant differences.

APPENDIX B

CHARACTERISTICS OF HEADS OF HOUSEHOLDS

OCCUPATION (*By Type Program*)

Occupation	Type of Program: College Prep n=17,464 Percent	Business Educ n=9,619 Percent	Vocational n=6,935 Percent	Responses of ALL Seniors N=49,663* Number	Percent
OCCUPATION: HEAD OF HOUSEHOLD *The occupation of the head of my household is*					
Accountant or Auditor	2.0%	1.3%	.8%	684	1.4%
Actor, Actress, Dancer or Entertainer	0	0	0	15	0
Advertising Agent or Related Occupation	.4%	.2%	.2%	148	.3%
AGRICULTURAL RELATED OCCUPATIONS					
Agricultural Engineer	.2%	.2%	.3%	110	.2%
Agronomist or Geneticist	.1%	0	.1%	27	.1%
Animal Technician (Veterinarian Assistant)	0	0	.1%	16	0
Conservationist, Soil or Range Manager	.1%	.1%	.1%	42	.1%
Farmer; General, Speciality Crop, Dairy or Fruit	4.6%	5.1%	7.8%	2,528	5.1%
Forester	0	.1%	.1%	27	.1%
Horticulturist	.1%	.1%	.1%	45	.1%
Veterinarian	.3%	0	0	56	.1%
Airplane Mechanic (See Technicians)	.1%	.1%	.1%	45	.1%
APPRENTICES					
Carpenter Apprentice	.1%	.2%	.3%	78	.2%
Electrician Apprentice	.1%	.1%	.2%	57	.1%
Metal Working Apprentice	.2%	.2%	.6%	174	.4%
Plumber or Pipefitter Apprentice	.1%	.2%	.2%	107	.2%
Printing Trade Apprentice	0	.1%	.1%	53	.1%
Other Construction Trade Apprentice	.1%	.2%	.3%	78	.2%
Other Apprentice (Not listed)	.1%	.3%	.4%	135	.3%
Architect	.3%	.1%	0	78	.2%
Artist or Sculptor (Not a Teacher)	.1%	0	0	33	.1%
Assembly or Production Worker in a Factory	8.8%	16.6%	15.8%	6,762	13.6%
Attendant, Service Station (Not Automobile Mechanic)	.1%	.1%	.1%	47	.1%
Author, Journalist or Reporter	.2%	0	0	58	.1%
Automobile Mechanic or Repairman	.8%	1.6%	1.6%	620	1.2%
Barber	.2%	.2%	.3%	107	.2%
Bartender	.3%	.4%	.2%	156	.3%
Beautician, Beauty Operator or Cosmetologist	.2%	.3%	.3%	113	.2%
Biologist (Not a Teacher)	0	0	0	15	0
Bookkeeper	.3%	.4%	.3%	140	.3%
Brick and Stone Mason or Tile Setter	.5%	.6%	.4%	255	.5%
Building Contractor	.8%	.7%	.5%	332	.7%
Buyer or Purchasing Agent	.5%	.4%	.1%	166	.3%
Cabinet Maker	.1%	.1%	.2%	73	.1%
Carpenter	1.3%	1.9%	2.3%	850	1.7%
Cashiers, Retail Stores & Banks ,See Clerks)	.4%	.4%	.3%	204	.4%

*Represents actual participants in survey in the class of '75 which was composed of 82,654 seniors; ∴ responses multiplied by 1.6643 coefficient of expansion can be used to inflate each item to the Class Universe.

CHARACTERISTICS OF HEADS OF HOUSEHOLDS

OCCUPATION (*By Type Program*)

Occupation	Type of Program: College Prep n=17,464 Percent	Business Educ n=9,619 Percent	Vocational n=6,935 Percent	Responses of ALL Seniors N=49,663 Number	Percent
Cement Mason or Worker	.1%	.3%	.3%	121	.2%
Chemist (Not a Teacher)	.3%	.1%	.1%	100	.2%
Clergyman; Minister, Priest, or Rabbi	1.3%	.6%	.4%	405	.8%
Clerks (incl. File, General, Sales, Post-office, or Special Clerks; does not include Cashiers who handle customer payments)	1.3%	1.3%	1.1%	608	1.2%
Commercial Artist or Industrial Illustrator	.1%	.1%	.1%	36	.1%
Computer Analyst or Scientist	.2%	0	0	45	.1%
Computer Keypunch or Data Typist	.1%	.1%	.1%	46	.1%
Computer Operations Manager	.2%	.1%	.1%	97	.2%
Computer Programmer	.3%	.2%	.2%	115	.2%
Computer or Related Equipment Operator	.2%	.1%	.2%	70	.1%
Construction Machinery Operator	1.2%	2.4%	2.7%	1,036	2.1%
Cook or Chef	.2%	.6%	.8%	256	.5%
Dental Occupations (See Health Related Occup.)					
Diesel Mechanic	.3%	.5%	.7%	227	.5%
Dietician	.1%	.1%	.1%	28	.1%
Doctors (See Health Re[illegible]ed Occupations)					
Dressmaker or Seamstr[illegible] (See Tailor)	.1%	.1%	.1%	39	.1%
Draftsman (See Techni[illegible]s)	.7%	.5%	.5%	282	.6%
Driver, Bus or Taxi	.1%	.2%	.3%	103	.2%
Driver, Truck or Route[illegible]n	2.2%	4.1%	4.1%	1,654	3.3%
Economist (Not a Teache[illegible]	.1%	0	0	15	0
Embalmer or Undertaker	.3%	.1%	.1%	89	.2%
Electrician (Also see Apprentices & Tech.)	1.4%	1.6%	1.6%	724	1.5%
Electronics Repairman, Radio or TV (See Tech.)	.2%	.3%	.4%	136	.3%
ENGINEERS					
Aeronautical or Astronautical Engineer	.3%	.1%	.1%	77	.2%
Agricultural Engineer	.2%	.2%	.3%	110	.2%
Chemical Engineer	.5%	.1%	.2%	140	.3%
Civil Engineer	.6%	.2%	.1%	152	.3%
Construction Engineer	.6%	.5%	.5%	277	.6%
Electrical Engineer	1.6%	.8%	.8%	546	1.1%
Environmental Engineer	0	0	0	16	0
Industrial Engineer	1.1%	.6%	.8%	433	.9%
Mechanical Engineer	1.7%	1.4%	1.5%	718	1.4%
Metallurgical Engineer or Metallurgist	.4%	.1%	.2%	101	.2%
Mining or Petroleum Engineer	.1%	.1%	.1%	45	.1%
Nuclear Engineer	0	.1%	.1%	22	0
Sanitary Engineer	.1%	.1%	.1%	72	.1%
Unknown Field in Engineering	.2%	.1%	.1%	87	.2%
Factory Worker, Assembly or Production Worker	8.8%	16.6%	15.8%	6,762	13.6%
Fireman or Fire Fighter; Paid not Volunteer	.4%	.6%	.4%	248	.5%
Foreman or Supervisor of Workers	5.1%	5.9%	5.3%	2,593	5.2%
Guidance Counselor or Student Advisor	.4%	.1%	.1%	110	.2%

APPENDIX B CONTINUED

CHARACTERISTICS OF HEADS OF HOUSEHOLDS

OCCUPATION (By Type Program)

Occupation	Type of Program: College Prep n=17,464 Percent	Business Educ n=9,619 Percent	Vocational n=6,935 Percent	Responses of ALL Seniors N=49,663 Number	Percent
HEALTH RELATED OCCUPATIONS					
Dental Occupations					
Dental Assistant & Other Auxilliaries	0	.1%	.1%	33	.1%
Dentist	.5%	.1%	.1%	114	.2%
Medical Practitioners					
Chiropracter	0	0	0	18	0
Optometrist	.1%	0	0	37	.1%
Physician, General Practice	.6%	.1%	.1%	128	.3%
Physician, Specialized Practice	.7%	0	0	144	.3%
Veterinarian	.3%	0	0	56	.1%
Medical Related Technicians* & Assistants					
Animal Technician (Veterinarian Assist)	0	0	.1%	16	0
Hospital Worker, Not otherwise listed	0	.1%	.2%	49	.1%
Medical Assistant	0	0	.1%	18	0
Medical Laboratory Technician or Assist.	.1%	0	0	25	.1%
Other Medical Technician or Assistant	.1%	.2%	.2%	112	.2%
*Technicians usually require about two years of training after graduation from high school					
Nursing Occupations					
Registered Nurse (R.N.)	.4%	.2%	.2%	157	.3%
Licensed Practical Nurse (LPN)	.1%	.1%	.2%	69	.1%
Nursing Aide, Orderly or Attendant (incl. Psychiatric Aide)	.2%	.3%	.2%	167	.3%
Therapy and Rehabilitation Specialists	.1%	0	.1%	38	.1%
Other Medical and Health Related Occupations					
Dietitian	.1%	.1%	.1%	28	.1%
Hospital Administrator or Manager	.2%	.1%	.1%	53	.1%
Pharmacist	.5%	.1%	.1%	124	.2%
Sanitarian	.2%	.3%	.4%	139	.3%
Other Medical or Health Related Occupations	.2%	.1%	.2%	88	.2%
Housewife	.8%	1.3%	1.2%	567	1.1%
Industrial Illustrator or Commercial Artist	.1%	.1%	.1%	36	.1%
Interior Decorator or Designer	.1%	.1%	.1%	40	.1%
Journalist, Author or Reporter	.2%	0	0	58	.1%
Land Surveyor	0	0	.1%	16	0
Lawyer or Judge	1.0%	.2%	.1%	223	.4%
Librarian	.1%	0	0	24	0
Licensed Practical Nurse (LPN) See Health Related Occupations	.1%	.1%	.2%	69	.1%
Lineman or Serviceman, Electrical Power or Telephone	.3%	.4%	.4%	186	.4%

CHARACTERISTICS OF HEADS OF HOUSEHOLDS

OCCUPATION (By Type Program)

Occupation	Type of Program: College Prep n=17,464 Percent	Business Educ n=9,619 Percent	Vocational n=6,935 Percent	Responses of ALL Seniors N=49,663 Number	Percent
Machinery Maintenanceman or Millwright	1.0%	1.3%	1.4%	545	1.1%
Machinist or Machine Shop Related Occupation (Not Sheet Metal Worker)	1.2%	1.3%	1.9%	697	1.4%
Maid or Housekeeper	.1%	.2%	.1%	75	.2%
Mail Carrier	.6%	.5%	.5%	263	.5%
Manager, Cafeteria or Restaurant	.3%	.5%	.4%	190	.4%
Manager, Computer Operations	.2%	.1%	.1%	97	.2%
Manager, Hospital	.2%	.1%	.1%	53	.1%
Manager, Hotel, Motel or Apartment House	.1%	.1%	.1%	38	.1%
Manager or Supervisor, Industrial	2.1%	1.2%	1.1%	745	1.5%
Manager, Office	1.3%	.7%	.5%	414	.8%
Manager, Retail or Wholesale Operations	2.1%	1.4%	.9%	718	1.4%
Manager, Other, Not listed	2.7%	2.2%	1.3%	1,054	2.1%
Meatcutter or Butcher	.4%	.6%	.8%	301	.6%
Military, Enlisted; All Services	.2%	.1%	.1%	102	.2%
Military, Commissioned Officer; All Services	.2%	.2%	.1%	78	.2%
Mining or Petroleum Equipment Operator	.1%	.1%	.2%	72	.1%
Musician (Not a Teacher)	0	0	0	26	.1%
Nurses (See Health Related Occupations)					
Office Machine Operator	0	.1%	.1%	30	.1%
Painter or Paperhanger	.2%	.2%	.2%	123	.2%
Pharmacist (See Health Related Occupations)	.5%	.1%	.1%	124	.2%
Photographer, Photo Processing or Related Occupation	.2%	.1%	0	62	.1%
Pilot, Commercial Aviation	.1%	.1%	.1%	33	.1%
Plumber or Pipefitter	.5%	.7%	.7%	312	.6%
Police or Security Orficers (incl. Detective, Guard or Sheriff)	.9%	.9%	.9%	476	1.0%
Printer, Pressman or Related Occupations	.7%	.6%	.5%	285	.6%
Production or Assembly Worker in Factory	8.8%	16.6%	15.8%	6,762	13.6%
Psychologist (Not a Teacher)	.1%	0	0	16	0
Public Official or Politician	.1%	.1%	0	34	.1%
Registered Nurse (R.N.) See Health Related Occupations	.4%	.2%	.2%	157	.3%
Retail Clerk (See Clerks or Cashiers)					
Salesman, Bonds, Stocks or Securities	.1%	.1%	0	44	.1%
Salesman, Insurance	1.5%	.7%	.6%	494	1.0%
Salesman, Manufacturers' Products	2.9%	1.7%	1.2%	995	2.0%
Salesman, Real Estate and Broker	.8%	.3%	.3%	245	.5%
Sales Workers (See Advertising, Clerks, or Cashiers or Managers)	.2%	.3%	.1%	98	.2%
Salesman or Sales Workers, Not listed	1.7%	1.7%	.9%	694	1.4%
Secretary or Stenographer	1.1%	1.1%	.9%	518	1.0%
Sheet Metal Worker (Not Machinist)	.5%	.8%	.7%	321	.6%
Social Service or Welfare Aide	.1%	0	.1%	33	.1%
Social Worker	.1%	.1%	.1%	66	.1%

CHARACTERISTICS OF HEADS OF HOUSEHOLDS

OCCUPATION (*By Type Program*)

Occupation	Type of Program: College Prep n=17,464 Percent	Business Educ n=9,619 Percent	Vocational n=6,935 Percent	Responses of All Seniors N=49,663 Number	Percent
TEACHERS					
Pre-school or Kindergarten Teachers	0	.1%	0	18	0
Elementary (grade school) Teachers	.9%	.3%	.3%	251	.5%
Special Education Teachers (incl. handicapped or exceptional children)	.1%	.1%	.1%	46	.1%
High School or Junior High School Teachers					
Agriculture	.1%	0	0	13	0
Art	.1%	0	0	18	0
Business and Office	.2%	.1%	0	50	.1%
English	.2%	0	0	50	.1%
Home Economics	0	0	0	10	0
Industrial Arts	.1%	0	0	40	.1%
Languages, Modern or Foreign	0	0	0	11	0
Library Science	0	0	0	6	0
Life Sciences (Biology, Botany or Ecology)	.1%	0	0	38	.1%
Mathematics	.3%	.1%	0	80	.2%
Music	.2%	.1%	0	48	.1%
Physical Education and Coaching	.2%	.1%	0	60	.1%
Physical Sciences (Chemistry or Physics)	.1%	0	0	18	0
Vocational, Trade and Industrial, or Technical Education	.1%	.1%	0	45	.1%
Social Sciences (Sociology, Civics, History or Economics)	.3%	.1%	.1%	90	.2%
Other Subject Areas	.2%	.1%	0	61	.1%
College or University Professor or Instructor	1.4%	.1%	.1%	304	.6%
Guidance Counselor or Student Advisor	.4%	.1%	.1%	110	.2%
TECHNICIANS: Engineering or Science Support Related Fields (Does not include medical related technicians or Auto and Diesel Mechanics) Technicians usually require about two years of training after graduation from high school, such as in an Associate Degree Program.					
Architectural Technician	0	0	0	11	0
Aviation Electronics Technician	0	0	0	10	0
Aviation Maintenance Technician; Airframe or Power-plant Mechanic	.1%	.1%	.1%	45	.1%
Biological Technician	0	0	.1%	14	0
Chemical Technician	.2%	.1%	.1%	73	.1%
Civil Engineering Technician	0	0	0	12	0
Construction Technician	.1%	.1%	.1%	34	.1%
Draftsman (incl. Mechanical Drafting and Design Technology	.7%	.5%	.5%	282	.6%

CHARACTERISTICS OF HEADS OF HOUSEHOLDS

OCCUPATION *(By Type Program)*

Occupation	Type of Program: College Prep n=17,464 Percent	Business Educ n=9,619 Percent	Vocational n=6,935 Percent	Responses of ALL Seniors N=49,663 Number	Percent
Electrical or Electronics Technician (incl. Electrical Engineering Tech.)	.8%	.5%	.6%	327	.7%
Industrial Technician (incl. Industrial Engineering Technology)	.3%	.2%	.1%	111	.2%
Mechanical Technician (incl. Mechanical Engineering Technology)	.1%	.2%	.2%	96	.2%
Physics Technician	0	.1%	0	11	0
Other Technical Type Technicians	.3%	.3%	.2%	137	.3%
Tool or Die Maker	1.0%	1.1%	1.2%	508	1.0%
Typist (See Secretary)	0	.1%	0	19	0
Waitress, Waiter or Dining Room Attendant	.1%	.4%	.2%	126	.3%
Water or Sanitary Works Operator	.1%	.1%	.1%	51	.1%
Welder and Flamecutter	.5%	.9%	1.2%	417	.8%
Other Professional Occupation, Not listed	3.8%	1.9%	1.4%	1,236	2.5%
Other Service Occupation, Not listed	2.4%	2.9%	2.4%	1,317	2.7%
Other Skilled Worker Occupation, Not listed	2.8%	3.2%	3.3%	1,523	3.1%

APPENDIX C

SENIOR'S CAREER OR OCCUPATIONAL CHOICE

(By Type Program)	Type of Program			Responses of ALL Seniors	
	College Prep n=17,464 Percent	Business Educ n=9,619 Percent	Vocational n=6,935 Percent	N=49,663* Number	Percent
OCCUPATION:	*At present, my main occupation or career choice after I complete my education or military service is:*				
Accountant or Auditor	4.4%	9.2%	.5%	1,860	3.7%
Actor, Actress, Dancer or Entertainer	.8%	.3%	.2%	371	.7%
Advertising Agent or Related Occupation	.3%	.3%	.1%	137	.3%
AGRICULTURAL RELATED OCCUPATIONS					
Agricultural Engineer	.3%	0	.4%	104	.2%
Agronomist or Geneticist	.1%	0	.1%	31	.1%
Animal Technician (Veterinarian Assistant)	.4%	.4%	.3%	202	.4%
Conservationist, Soil or Range Manager	.9%	.2%	.6%	339	.7%
Farmer; General, Speciality Crop, Dairy or Fruit	1.0%	.4%	5.6%	995	2.0%
Forester	1.3%	.1%	.7%	456	.9%
Horticulturist	.3%	.2%	.4%	153	.3%
Veterinarian	1.6%	.2%	.1%	367	.7%
AGRI. Rel. Total	4.2%	.9%	6.8%	2,647	5.3%
Airline Hostess or Steward(ess)	.6%	1.9%	.4%	551	1.1%
Airplane Mechanic (See Technicians)	.2%	.1%	.6%	129	.3%
Announcer or Broadcaster, Radio or TV	.7%	.1%	.3%	240	.5%
APPRENTICES					
Carpenter Apprentice	.1%	.1%	1.6%	207	.4%
Electrician Apprentice	.1%	.1%	1.3%	174	.4%
Metal Working Apprentice	.1%	.1%	1.6%	175	.4%
Plumber or Pipefitter Apprentice	.1%	0	.5%	89	.2%
Printing Trade Apprentice	0	0	.6%	71	.1%
Other Construction Trade Apprentice	0	.1%	.4%	100	.2%
Other Apprentice (Not listed)	.1%	.1%	.7%	131	.3%
APPREN. Total	.5%	.5%	6.7%	947	2.0%
Architect	1.7%	.2%	1.4%	516	1.0%
Artist or Sculptor (Not a Teacher)	1.0%	.3%	.5%	502	1.0%
Assembly or Production Worker in a Factory	.3%	1.5%	2.0%	926	1.9%
Athlete or Sports Official (Not a Teacher)	.5%	.3%	.2%	210	.4%
Attendant, Service Station (Not Automobile Mechanic)	0	0	.1%	23	0
Author, Journalist or Reporter	2.2%	.4%	.2%	575	1.2%
Automobile Mechanic or Repairman	.3%	.5%	10.5%	1,335	2.7%
Barber	0	.1%	.1%	27	.1%
Bartender	.1%	.1%	.2%	97	.2%
Beautician, Beauty Operator or Cosmetologist	.2%	1.8%	2.2%	670	1.3%
Biologist (Not a Teacher)	.8%	0	0	168	.3%
Bookkeeper	.2%	2.7%	.1%	353	.7%
Brick and Stone Mason or Tile Setter	0	.1%	.4%	100	.2%
Building Contractor	.1%	.2%	.4%	92	.2%
Buyer or Purchasing Agent	.3%	.3%	0	106	.2%

*Represents actual participants in survey in the class of '75 which was composed of 82,654 seniors; ∴ responses multiplied by 1.6643 coefficient of expansion can be used to inflate each item to the Class Universe.

APPENDIX C CONTINUED

SENIOR'S CAREER OR OCCUPATIONAL CHOICE

(By Type Program)

Occupation	Type of Program: College Prep n=17,464 Percent	Business Educ n=9,619 Percent	Vocational n=6,935 Percent	Responses of ALL Seniors N=49,663: Number	Percent
Cabinet Maker	0	0	.2%	31	.1%
Carpenter	.1%	.3%	2.5%	365	.7%
Cashiers, Retail Stores & Banks (See Clerks)	.1%	2.5%	.6%	557	1.1%
Cement Mason or Worker	0	0	.1%	32	.1%
Chemist (Not a Teacher)	.6%	0	0	112	.2%
Clergyman; Minister, Priest or Rabbi	.7%	.2%	.1%	222	.4%
Clerks (incl. File, General, Sales, Post-office or Special Clerks; does not include Cashiers who handle customer payments)	.2%	2.5%	.4%	450	.9%
Commercial Artist or Industrial Illustrator	.7%	.3%	.4%	312	.6%
Computer Analyst or Scientist	.7%	.1%	.1%	139	.3%
Computer Keypunch or Data Typist	.1%	1.9%	.7%	316	.6%
Computer Operations Manager	.2%	.3%	.1%	94	.2%
Computer Programmer	1.1%	1.4%	.8%	477	1.0%
Computer or Related Equipment Operator	.2%	.4%	.3%	127	.3%
Computer Rel. Total	3.0%	4.4%	2.4%	1,153	3.0%
Construction Machinery Operator	.2%	.4%	2.3%	512	1.0%
Construction Worker (See Brick Mason, Building Contractor, Carpenter, Cement Mason, Painter or Plumber)					
Cook or Chef	.1%	.2%	.5%	152	.3%
Dental Occupations (See Health Related Occupations)					
Diesel Mechanic	.1%	.1%	2.4%	294	.6%
Dietician	.3%	.1%	.2%	93	.2%
Doctors (See Health Related Occupations)					
Dressmaker or Seamstress (See Tailor)	.1%	.2%	.2%	112	.2%
Draftsman (See Technicians)	.4%	.2%	2.1%	339	.7%
Driver, Bus or Taxi	0	0	.1%	31	.1%
Driver, Truck or Routeman	.1%	.4%	2.0%	464	.9%
Economist (Not a Teacher)	.2%	0	0	44	.1%
Embalmer or Undertaker	.2%	.1%	.2%	81	.2%
Electrician (Also see Apprentices & Technicians)	.2%	.1%	1.4%	231	.5%
Electronics Repairman, Radio or TV (See Technicians)	.1%	.2%	1.0%	170	.3%
ENGINEERS					
Aeronautical or Astronautical Engineer	.5%	0	.1%	120	.2%
Agricultural Engineer	.3%	0	.4%	104	.2%
Biomedical Engineer	.2%	0	0	32	.1%
Chemical Engineer	.6%	.1%	.2%	138	.3%
Civil Engineer	.3%	.1%	.2%	174	.4%
Construction Engineer	.2%	.1%	.4%	114	.2%
Electrical Engineer	1.7%	.1%	1.0%	439	.9%
Environmental Engineer	.1%	0	.1%	39	.1%

SENIOR'S CAREER OR OCCUPATIONAL CHOICE

(By Type Program) Occupation	Type of Program: College Prep n=17,464 Percent	Business Educ n=9,619 Percent	Vocational n=6,935 Percent	Responses of ALL Seniors N=49,663 Number	Percent
ENGINEERS CONTINUED					
Industrial Engineer	.3%	.1%	.1%	87	.2%
Mechanical Engineer	1.1%	.2%	1.4%	421	.8%
Metallurgical Engineer or Metallurgist	.1%	0	.1%	26	.1%
Mining or Petroleum Engineer	.1%	0	0	23	0
Nuclear Engineer	.2%	0	.2%	66	.1%
Sanitary Engineer	0	0	.1%	23	0
Undecided Field in Engineering	1.6%	.1%	.3%	359	.7%
ENGINEERS Total	7.8%	.8%	4.6%	2,165	4.3%
Fireman or Fire Fighter; Paid, not Volunteer	.1%	.1%	.1%	61	.1%
Foreman or Supervisor of Workers	.1%	.1%	.3%	89	.2%
Geo-scientists; Geologist or Geophysicist (Not a Teacher)	.2%	0	0	44	.1%
Guidance Counselor or Student Advisor	.2%	0	0	54	.1%
HEALTH RELATED OCCUPATIONS					
Dental Occupations					
Dental Assistant	.5%	1.2%	.8%	389	.8%
Dental Hygienist	.8%	.1%	.2%	214	.4%
Dental Laboratory Technician	.1%	0	0	32	.1%
Dentist	1.1%	.1%	0	217	.4%
Dental Sub-Total	2.5%	1.4%	1.0%	852	1.7%
Medical Practitioners					
Chiropracter	.1%	0	0	17	0
Optometrist	.4%	0	0	66	.1%
Osteopath Physician	0	0	0	2	0
Physician, General Practice	1.9%	0	.1%	354	.7%
Physician, Specialized Practice	2.4%	0	0	449	.9%
Podiatrist (Foot Specialist)	0	0	0	5	0
Veterinarian	1.6%	.2%	.1%	367	.7%
Med. Pract. Sub-Total	6.4%	.2%	.2%	1,260	2.4%
Medical Related Technicians* and Assistants					
Animal Technician (Veterinarian Assistant)	.4%	.4%	.3%	202	.4%
Electrocardiograph Technician	0	0	0	6	0
Electroencephalograph Technician	0	0	0	6	0
Hospital Ward Clerk	0	.1%	0	17	0
Hospital Worker, Not otherwise listed	0	.1%	0	45	.1%
Medical Artist	0	0	0	13	0
Medical Assistant	.3%	.7%	.4%	216	.4%
Medical Laboratory Technician or Assist.	1.1%	.2%	.4%	282	.6%
Medical Record Technician or Clerk	.1%	.2%	0	36	.1%
Medical Secretary	.1%	.9%	.1%	120	.2%
Mental Health Technician (See Nursing Aide)	0	0	0	28	.1%
Operating Room Technician	.1%	.1%	.3%	75	.2%

*Technicians usually require about two years of training after graduation from high school.

APPENDIX C CONTINUED

SENIOR'S CAREER OR OCCUPATIONAL CHOICE

(By Type Program) Occupation	Type of Program: College Prep n=17,464 Percent	Business Educ n=9,619 Percent	Vocational n=6,935 Percent	Responses of ALL Seniors N=49,663: Number	Percent
Medical Related Technicians and Assistants continued					
Optometric Assistant	0	0	0	18	0
Physician's Assistant	.1%	.1%	0	35	.1%
Radiologic (X-ray) Technician	.7%	.3%	.5%	276	.6%
Other Medical Technician or Assistant, Not listed	.2%	.1%	.1%	85	.2%
Med. Tech. Sub-Total	3.1%	3.2%	2.1%	1,460	3.0%
Nursing Occupation					
Registered Nurse (R.N.)	5.8%	.7%	1.3%	1,430	2.9%
Licensed Practical Nurse (LPN)	.5%	.9%	1.7%	479	1.0%
Nursing Aide, Orderly or Attendant (incl. Psychiatric Aide)	.2%	.6%	.4%	270	.5%
Nursing Sub-Total	6.5%	2.2%	3.4%	2,179	4.4%
Therapy and Rehabilitation					
Occupational Therapist	.3%	.1%	.1%	87	.2%
Occupational Therapy Assistant	0	.1%	0	35	.1%
Physical Therapist	1.3%	.3%	.3%	366	.7%
Respiratory (Inhalation) Therapist	.2%	.1%	.1%	56	.1%
Speech Pathologist, Audiologist or Speech & Hearing Clinician	.4%	0	.1%	110	.2%
Therapy Sub-Total	2.2%	.6%	.6%	654	1.3%
Other Medical and Health Related Occupations					
Bio-Medical Engineering Technician	0	0	0	14	0
Dietician	.3%	.1%	.2%	93	.2%
Hospital Administrator or Manager	0	0	0	12	0
Industrial Hygienist	0	0	0	7	0
Medical Records Administrator	0	.1%	0	13	0
Pharmacist	1.6%	.1%	.1%	332	.7%
Sanitarian	0	0	.1%	24	0
Other Medical or Health Related Occupation, Not listed	.5%	.2%	.2%	157	.3%
Other Med. Occup. Sub-Total	2.4%	.5%	.6%	652	1.2%
TOTAL ALL HEALTH RELATED	23.1%	8.1%	7.9%	7,057	14.0%
Historian (Not a Teacher)	.2%	0	0	39	.1%
Home Economist (Not a Teacher)	.4%	.1%	.2%	133	.3%
Housewife	.4%	3.2%	.8%	1,076	2.2%
Industrial Illustrator or Commercial Artist	.7%	.3%	.4%	312	.6%
Interior Decorator or Designer	.9%	.5%	.5%	384	.8%
Laboratory Technicians or Assistants (See Technicians & Health Related Occups.)					
Journalist, Author or Reporter	.3%	.4%	.2%	575	1.2%
Land Surveyor	.1%	0	0	19	0
Lawyer or Judge	4.3%	.6%	.1%	906	1.8%
Librarian	.1%	.1%	0	42	.1%
Librarian Assistant or Aide	0	.1%	0	14	0

SENIOR'S CAREER OR OCCUPATIONAL CHOICE

(By Type Program)

Occupation	Type of Program: College Prep n=17,464 Percent	Business Educ n=9,619 Percent	Vocational n=6,935 Percent	Responses of ALL Seniors N=49,663 Number	Percent
Licensed Practical Nurse (LPN), See Health Related Occupations	.5%	.9%	1.7%	479	1.0%
Lineman or Serviceman, Electrical Power or Telephone	0	.1%	.3%	50	.1%
Machinery Maintenanceman or Millwright	0	.1%	.4%	57	.1%
Machinist or Machine Shop Related Occupation (Not Sheet Metal Worker)	.1%	.1%	2.0%	224	.5%
Maid or Housekeeper	0	.1%	0	28	.1%
Mail Carrier	0	.1%	0	38	.1%
Manager, Cafeteria or Restaurant	.1%	.6%	.2%	158	.3%
Manager, Computer Operations	.2%	.3%	.1%	94	.2%
Manager, Hospital	0	0	0	12	0
Manager, Hotel, Motel or Apartment House	.1%	.3%	.1%	80	.2%
Manager or Supervisor, Industrial	.4%	.3%	.1%	118	.2%
Manager, Office	.3%	.5%	.1%	131	.3%
Manager, Retail or Wholesale Operations	.6%	1.7%	.3%	372	.7%
Manager, Other, Not listed	.5%	.9%	.2%	259	.5%
Manager Total	2.2%	4.6%	1.1%	1,290	2.6%
Mathematician or Statistician (Not a Teacher)	.5%	0	0	99	.2%
Meatcutter or Butcher	.1%	.1%	1.1%	179	.4%
Mechanics or Repairman (See Automobile or Diesel Mechanic, Technicians or Machinery Maintenanceman)					
Military, Enlisted; All Services	.2%	.7%	.9%	433	.9%
Military, Commissioned Officer; All Services	.5%	.2%	.2%	188	.4%
Mining or Petroleum Equipment Operator	0	0	.1%	24	0
Musician (Not a Teacher)	1.2%	.2%	.4%	466	.9%
Nurses (See Health Related Occupations)					
Oceanographer	.3%	0	0	93	.2%
Office Machine Operator	0	.5%	0	59	.1%
Office Machine Repairman	0	0	0	6	0
Painter or Paper Hanger	0	0	0	33	.1%
Pharmacist (See Health Related Occupations)	1.6%	.1%	.1%	332	.7%
Photographer, Photo Processing or Related Occupation	.4%	.3%	.5%	242	.5%
Physicist (Not a Teacher)	.2%	0	0	46	.1%
Pilot, Commercial Aviation	.6%	.1%	.2%	183	.4%
Plumber or Pipefitter	.1%	.1%	.2%	62	.1%
Police or Security Officers (incl. Detective, Guard or Sheriff)	1.5%	1.2%	1.2%	838	1.7%
Printer, Pressman or Related Occupations	.1%	.1%	1.2%	151	.3%
Production or Assembly Worker in Factory	.3%	1.5%	2.0%	926	1.9%
Psychologist (Not a Teacher)	2.0%	.1%	.1%	453	.9%
Public Official or Politician	.2%	0	0	50	.1%

APPENDIX C CONTINUED

SENIOR'S CAREER OR OCCUPATIONAL CHOICE

(By Type Program)

Occupation	Type of Program: College Prep n=17,464 Percent	Business Educ n=9,619 Percent	Vocational n=6,935 Percent	Responses of ALL Seniors N=49,663 Number	Percent
Registered Nurse (R.N.) See Health Related Occupations	5.8%	.7%	1.3%	1,430	2.9%
Retail Clerk (See Clerks or Cashiers)					
Salesman; Bonds, Stocks or Securities	.1%	.1%	0	24	0
Salesman, Insurance	.1%	.2%	0	46	.1%
Salesman, Manufacturers' Products	.2%	.4%	.1%	113	.2%
Salesman, Real Estate and Broker	.2%	.2%	.1%	74	.1%
Sales Workers (See Advertising, Clerks, or Cashiers or Managers)	.1%	.4%	.1%	115	.2%
Salesman or Sales Workers, Not listed	.1%	.5%	.3%	133	.3%
Sales Total	.8%	1.8%	.6%	505	.9%
Secretary or Stenographer	.9%	27.4%	1.1%	3,134	6.3%
Sheet Metal Worker (Not Machinist)	0	0	.2%	35	.1%
Social Scientist (Not a Teacher)	.2%	0	0	34	.1%
Social Service or Welfare Aide	.3%	.2%	.1%	111	.2%
Social Worker	1.7%	.7%	.2%	585	1.2%
Tailor (See Dressmaker or Seamstress)	0	.1%	0	26	.1%
TEACHERS					
Pre-school or Kindergarten Teachers	.6%	.3%	.3%	248	.5%
Elementary (grade school) Teachers	2.8%	.3%	.2%	663	1.4%
Special Education Teachers (incl. handicapped or exceptional children)	1.8%	.3%	.4%	489	1.0%
High School or Junior High School Teachers					
Agriculture	0	0	.1%	18	0
Art	.5%	.2%	.1%	182	.4%
Business and Office	.1%	.7%	0	99	.2%
Communications (Speech or Dramatics)	.1%	0	0	33	.1%
Distributive Education	0	0	0	7	0
English	.6%	.1%	.1%	129	.3%
Health	0	0	0	9	0
Home Economics	.3%	.1%	.1%	86	.2%
Industrial Arts	.1%	0	.2%	49	.1%
Languages, Modern or Foreign	.5%	0	0	122	.2%
Library Science	0	0	0	9	0
Life Sciences (Biology, Botany or Ecology)	.1%	0	0	35	.1%
Mathematics	.6%	.1%	0	116	.2%
Music	1.3%	.1%	.1%	333	.7%
Physical Education and Coaching	2.3%	.7%	.2%	692	1.4%
Physical Sciences (Chemistry or Physics)	.1%	0	0	25	.1%
Vocational, Trade and Industrial, or Technical Education	0	0	.2%	29	.1%
Social Sciences (Sociology, Civics, History or Economics)	.9%	0	0	197	.4%
Other Subject Areas	.2%	0	0	48	.1%
High School Teachers Sub-Total	7.7%	2.0%	1.1%	2,218	4.8%

APPENDIX C CONTINUED

SENIOR'S CAREER OR OCCUPATIONAL CHOICE

(By Type Program) Occupation	Type of Program: College Prep n=17,464 Percent	Business Educ n=3,619 Percent	Vocational n=6,935 Percent	Responses of ALL Seniors N=49,663 Number	Percent
College or University Professor or Instructor	.3%	0	0	65	.1%
Guidance Counselor or Student Advisor	.2%	0	0	54	.1%
Teacher/Educ. Related Totals	13.4%	2.9%	2.0%	3,737	7.6%
TECHNICIANS: Engineering or Science Support Related Fields (Does not include medical related technicians or Auto and Diesel Mechanics). Technicians usually require about two years of training after graduation from high school, such as in an Associate Degree Program.					
Architectural Technician	.1%	0	.4%	70	.1%
Aviation Electronics Technician	.1%	0	.1%	31	.1%
Aviation Maintenance Technician; Airframe or Power-plant Mechanic	.2%	.1%	.6%	129	.3%
Biological Technician	.1%	0	.1%	21	0
Chemical Technician	.1%	0	0	14	0
Civil Engineering Technician	0	0	.1%	14	0
Construction Technician	0	0	.1%	30	.1%
Draftsman (incl. Mechanical Drafting and Design Technology)	.4%	.2%	2.1%	339	.7%
Electrical or Electronics Technician (incl. Electrical Engineering Tech.)	.7%	.2%	2.5%	416	.8%
Environmental and Pollution Control Tech.	.1%	0	.1%	24	0
Geo-science Technician	0	0	0	8	0
Industrial Technician (incl. Industrial Engineering Technology)	.1%	.1%	.1%	40	.1%
Mechanical Technician (incl. Mechanical Engineering Technology)	.1%	0	.6%	91	.2%
Physics Technician	0	0	0	14	0
Other Technical Type Technicians, Not listed	.2%	.1%	.2%	92	.2%
TECHNICIANS Total	2.2%	.7%	7.0%	1,192	2.3%
Tool or Die Maker	.1%	.1%	1.5%	172	.3%
Typist (See Secretary)	0	.9%	0	122	.2%
Waitress, Waiter or Dining Room Attendant	0	.4%	.1%	150	.3%
Water or Sanitary Works Operator	0	0	0	4	0
Welder and Flamecutter	.1%	.1%	2.8%	335	.7%
Other Professional Occupation, Not listed	2.6%	1.2%	.8%	894	1.8%
Other Service Occupation, Not listed	.5%	.7%	.5%	371	.7%
Other Skilled Worker Occupation, Not listed	.3%	.5%	1.1%	364	.7%
Non-Response	4.3%	5.8%	6.2%	3,364	6.8%
Discards	.2%	.4%	.2%	139	.3%
TOTALS	100.0%	100.0%	100.0%	49,663	100.0%